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ABSTRACT

This manual is intended as a guide and a resource for staff and volunteers in small public libraries in Alaska. It is for libraries managed by local residents that have not had training in operating and managing a library. Some of the chapters may be useful to other types of libraries, such as a small school library or a church library. The guide provides information about establishing a library; the library building, equipment and supplies; administering the library, including planning, budgeting, and publicity; the library collection, including how to evaluate and select books, periodicals, and media; how to operate a library, arrange the collection, set up circulation procedures, and secure interlibrary loans; how to develop a policy for selecting materials; special programming, such as story telling or reading programs; and suggestions for developing procedures for library operations. Appended to the manual are helpful examples and additional information divided into the same sections as the manual itself. The appendices include sample policies; legislation and regulations applying to Alaska libraries; evaluation forms; a basic reference bibliography for a small library, including Alaskan reference materials and general materials; filing rules for card catalogs; examples of selection policies developed by three small libraries; paper games used in three children's summer reading clubs; and examples of 27 written library procedures, from circulation to use of the photocopy machine. Also appended are a resource address list; a glossary of library terms, and an index. (Contains 74 references.) (KRN)

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A Manual for Small Libraries In Alaska

Second Edition

By Audrey Kolb

for the
Alaska State Library
P.O. Box 110571
Juneau, Alaska 99811-0571

1992

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Introduction to the Second Edition

Desktop publishing capabilities, as well as the need to update and include additional information, made the publication of a second edition of *A Manual for Small Libraries in Alaska* a necessity. Librarians in small Alaska libraries made some excellent suggestions for additional materials and for expansion of topics. Many were incorporated, but I did not try to compete with experts who have written entire books on the topics; for example, building planning, financial management, and storytelling. The selective bibliography at the end of the manual lists some key resources to borrow on interlibrary loan or to buy for the professional collection when more extensive information is needed.

Because so many of our small libraries cannot afford to purchase sets of the *Alaska Statutes* or the *Alaska Administrative Code,* included in this edition are copies of those laws and regulations pertaining to public libraries. Some of these are specific to libraries, and others affect public buildings in general, such as the "no smoking" law. Other laws affecting libraries are requirements of the state and its political subdivisions; for example, the "open meeting" law. Most of these are in the appendix for chapter three. The community librarian and the library board need to be familiar with these laws and regulations, and they should be part of the orientation of a new board member or a new community librarian.

By request, additional selection policies from small libraries have been added, and additional procedures. Information about copyright of media has been added, as has the statement which needs to be posted if the library loans computer software. Another addition is an example of a contract in response to a request for some "boiler plate language" that should be included in a contract, and possibly, to some extent, in a Letter of Agreement.

A committee appointed by the Governor's Advisory Council on Libraries completed its work and published the "Public Library Guidelines." These are intended to help the librarian and the board to evaluate the library and its services. The "Guidelines" are included in the manual, as is "Library Terms," another product of the same committee. The latter addresses the request for a glossary to be included in the manual.

Information about LSCA grants has been added, with an emphasis on Title IV, the purpose of which is to establish or to improve public library services to Native Americans and Hawaiian Natives. Alaska has over 200 eligible tribes, and rarely do more than 25-35 apply for this annual grant. The complexities of how to actually obtain the funds is explained in a short fact sheet.

Another suggestion concerned a marketing approach to the manual. It said to have an introductory page that reads:

"This manual will help you:

Select books

Fill out a book order

File catalog cards

Learn about reading programs

Suggest furnishings, equipment, and supplies

Gather statistics

Set up a circulation system

etc."

The Manual also has an index which is intended to help in locating all of the above and other topics too. I hope it does.

Audrey Kolb
Alaska State Library

Introduction to the First Edition

This manual is intended as a guide and a resource for staff and volunteers in small public libraries in Alaska. It was not written for those libraries where there is someone with a library degree managing the program. Some of the chapters may be useful to other types of libraries; for example, a small school library or a church library. This is an overview, an introduction, and a number of books exist on most of the topics included here.

Staff of small libraries face particular challenges in our state. Most small libraries are managed by local residents who have not had training in operating and managing a library. Communities are widely separated and travel to continuing education and training opportunities can be expensive. Classes and workshops are offered from time to time, but often a question needs to be answered soon, not two years from now. If the text doesn't help, the address section lists resources where help can be found.

The first *Manual for Small Libraries* was about 26 pages in length, compiled by Mary Matthews, and published in 1977. This Manual is completely new. A publication like this is never really completed; it is simply necessary to stop. Your comments and suggestions of ways to improve the manual will be appreciated, and the loose leaf format will allow single pages and chapters to be replaced.

This notebook is large enough to insert other publications with information on library services in Alaska. The *Interlibrary Loan Manual* and the *Intellectual Freedom Manual*, both distributed by the Alaska State Library, are examples of publications which can be inserted.

I wish to express my appreciation to Alaska librarians who shared examples of the policies and procedures used in their libraries. A few individuals and libraries are mentioned in the text, but some of the procedures had been in the files for several years and had no identification. My heartfelt thanks, too, to those who unintentionally contributed anonymously. The contributions of all of you will help someone eliminate the trauma of facing a blank sheet of paper wondering, "Where do I start?"

Audrey Kolb

Alaska State Library

Chapter I

Establishing A Library

Establishing a Library

Many libraries are begun by an interested group of people who want a library in their community. Books are donated, and people volunteer their time to keep the library open. As time passes, problems may develop. Volunteers can move away, lose interest, or no longer have the time. Materials may be so old that people don't want to read them.

A good library requires more than good will. A good library requires money—money for heat and lights; for books, magazines, and other materials; for equipment, furnishings, and for salaries.

Nationally, most public libraries are funded by local taxes. In Alaska public libraries are operated by the city or the borough, or by a local nonprofit corporation. To be eligible to receive public monies a library must be established as a legal entity.

Alaska has two means of establishing a public library. These are:

1. An incorporated city or borough can pass an ordinance to establish and maintain a public library, or
2. A nonprofit corporation (association) can be organized for the purpose of operating a public library.

ORDINANCE

Usually the best way to establish a public library is for the city or borough to assume responsibility for the library. The city is a permanent governmental entity which has legal authority to receive public monies. In addition, a city has an established personnel system and a bookkeeping system to maintain the necessary financial records. While ordinances vary in complexity and length from city to city, an ordinance should include:

1. Establishment of the library
2. Who appoints (hires) the librarian
3. General duties of the librarian
4. The library board, its establishment, the number of members, length of term, who appoints or elects, powers and duties of the board, procedure to fill board vacancies, compensation (if any) and grounds for dismissal
5. Use of library, e.g. without payment of fees, subject to rules and regulations, penalties for non-return or damage of library materials and/or equipment

Samples of ordinances are available from any of the three Alaska State Library offices in Anchorage, Fairbanks, or Juneau. Community and Regional Affairs, Office of Municipal Assistance, will also assist in developing ordinances. A model ordinance is included in Appendix I.

NONPROFIT CORPORATION

A corporation is "a body of persons granted a charter legally recognizing them as a separate entity having its own rights, privileges, and liabilities distinct from those of its members."[1] There are "for profit" corporations, whose purpose is to earn money; a business of some kind. In contrast, the purpose of a nonprofit corporation is to provide certain services. Money received by a nonprofit corporation is to be spent on providing those services.

A nonprofit corporation can be organized for the purpose of operating a library. This includes its establishment, general supervision of library services, budgeting, hiring, policy making and accountability for any funds received and expended for the library. The organization must apply to the state and to the federal government for nonprofit status.

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[1] *The American Heritage Dictionary of the English Language* (American Heritage Publishing Company and Houghton Mifflin Company, 1971) 298.

Steps to obtaining nonprofit status and tax number:

1. State

a. Write articles of incorporation. The form which follows may be used as a model.

b. Send two signed and notarized copies of the articles of incorporation to:

Department of Commerce & Economic Development
Division of Corporations
P.O. Box D
Juneau, AK 99811

With: Filing fee of $50 and
Cover letter requesting nonprofit status

Forms and instructions from the Department of Commerce follow on pages I-4 to I-8.

2. Federal

After receiving approval from the state, then apply to the federal government for nonprofit status. The Internal Revenue Service will grant a nonprofit tax number. Once the IRS approves the nonprofit corporation, donations are tax deductible.

a. Write or telephone for forms from IRS:

(1) Form 1023

(2) SS-4 (for tax number)

b. Address:

Internal Revenue Service
310 K Street
Anchorage, AK 99501

276-1040

OR

c. Telephone 1-800-829-1040

d. Forward:

(1) Letter of approval from the Alaska Department of Commerce

(2) Form 1023

(3) Form SS-4

(4) Form 8718 (filing fee transmittal)

(5) Mail to:

Internal Revenue Service
EO Application Receiving Room 5127
P.O. Box 486
Los Angeles, CA 90053-0486

With: Check to cover the filing fee.

The IRS will make the determination of nonprofit status and respond to the request.

Required Reports

Nonprofit corporations must file both federal and state reports of income and expenditures.

FEDERAL INCOME TAX.

File for the first tax year of operation ending December 31. As long as gross receipts of the corporation are $25,000 or less annually, further federal tax reports should not be necessary. If gross receipts total $25,000 or more annually, a yearly tax report is required.

STATE OF ALASKA

WALTER J. HICKEL, GOVERNOR

DEPARTMENT OF COMMERCE &
ECONOMIC DEVELOPMENT
DIVISION OF BANKING, SECURITIES, SMALL LOANS & CORPORATIONS

POUCH D
JUNEAU, ALASKA 99811
PHONE 465-2521

Dear Incorporator:

The enclosed form contains the requirements described in AS 10.20.151 of the Alaska Statutes.

Please note the forms are designed to meet the minimum requirement of the statute. The Corporations Section of the Division of Banking, Securities & Corporations is strictly a filing agency and, as such, does not have legal counsel and does not render legal advice.

IF YOU DESIRE ASSISTANCE OR ADVICE IN COMPLETING YOUR ARTICLES OF INCORPORATION, WE ADVISE THAT YOU SEEK PRIVATE LEGAL ASSISTANCE.

Because of our microfilming process, it is requested that the information be typewritten.

Very truly yours,

Willis F Kirkpatrick

Willis F. Kirkpatrick
Director

WFK/lt3/7

Enclosure

The enclosed forms meet the minimum statutory requirements to incorporate a nonprofit corporation. If you desire assistance or advice in completing your Articles of Incorporation, we advise you to seek private legal counsel.

INFORMATION AND INSTRUCTIONS

Articles of Incorporation — Domestic Nonprofit Corporation

1. Submit two original copies of the Articles of Incorporation. Both copies must have original signatures and notary. One copy will be returned for your records. Documents should be submited in dark, legible print.

2. Article I — The corporate name may not contain a word or phrase which indicates or implies that it is organized for a purpose other than one or more of the purposes contained in its articles of incorporation.

3. Article II — The period of duration may be a specific number of years or perpetual.

4. Article III — In general terms, state the specific purpose for which the corporation is organized.

5. Article IV. — Provisions, not inconsistent with law, must be set out for the regulation of the internal affairs of the corporation, including provision for distribution of assets on dissolution or final liquidation.

6. Article V — A post office box is not permitted to be designated as the address of the registered office in part 1 of Article V. The mailing address in part 2 of Article V may differ from the address of the registered office only if a post office box address in the same city as the registered office is designated as the mailing address.

7. Article VI — The number of directors of a corporation shall be at least three. The number of directors shall be fixed by the bylaws, except that the number constituting the initial board of directors shall be fixed by the articles of incorporation. Directors need not be residents of the State or members of the corporation unless the articles of incorporation or the bylaws so require. The articles of incorporation or the bylaws may prescribe other qualifications for directors.

   The names and addresses of the members of the first board of directors must be stated in the articles of incorporation. Each member holds office until the first annual election of directors or for the period specified in the articles of incorporation. If no term of office is specified, a director's term is one year.

8. Article VII — Three or more natural persons at least 19 years of age may act as incorporators.

THE FILING FEE FOR NONPROFIT ARTICLES OF INCORPORATION IS $50.00.

All documents are reviewed and, if found in accordance with Alaska Statutes, the filing date will be the date received in this office. Please allow at least two weeks for processing.

Contact the U.S. Internal Revenue Service for regulations to establish nonprofit status under Federal Law.

BYLAWS ARE NOT REQUIRED TO BE FILED IN THIS OFFICE.

MAIL DOCUMENTS AND FILING FEE TO:

Alaska Department of Commerce and Economic Development
Corporations Section
P.O. Box D
Juneau, Alaska 99811-0800
(907) 465-2530

08-186 (Rev. 8/90)

(Please do not write in the space below — for Department use)

FILING DATE:	Date Received Receipt No.: Amount: Check No.:
Corporation Number	

ARTICLES OF INCORPORATION
(Domestic Nonprofit Corporation)

The undersigned natural person(s) of the age of 19 years or more, acting as incorporator(s) of a corporation under the Alaska Nonprofit Corporation Act (AS 10.20), adopt the following Articles of Incorporation:

ARTICLE I (see part 2 on Instructions)

The name of the corporation is:

ARTICLE II

The period of duration is:

ARTICLE III (see part 3 of Instructions)

The purpose(s) for which this organization is organized are:

ARTICLE IV (see part 4 of Instructions)

The internal affairs of the corporation shall be regulated by:

08-122 (Rev. 10/86)

ARTICLE V (see part 5 of instructions)

1. Physical (street) address of the initial registered office is:

No. and Street City Zip Code

____, Alaska __________

2. Mailing address of the initial registered office if different than above is:

P.O. Box City Zip Code

____, Alaska __________

3. The name of the initial registered agent at the registered office is:

ARTICLE VI (see part 6 of instructions)

1. The number of directors constituting the initial board of directors of this corporation will be (There must be at least three initial directors.)

2. The name(s) and address(es) of those person(s), each of whom shall serve as a director until his or her successor is elected and qualified, are as follows:

Name	Number and Street	City and State
Name	Number and Street	City and State
Name	Number and Street	City and State
Name	Number and Street	City and State

ARTICLE VII (see part 7 of instructions)

The name and address of each incorporator is: (There must be at least three incorporators.)

Name	Residence or Business Address

(Use space below for continuation of previous Articles and/or for additional Articles.)

Please indicate which article you are responding to and/or insert any desired additional provisions authorized by the act by adding additional articles here.

We, the incorporators, sign our names this ________ day of ________________, 19 ______.

______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

Subscribed and sworn to before me this ________ day of ________________, 19 ______.

____
Notary Public

My Commission Expires: ________________

STATE REPORTS.

A biennial report (every two years) must be filed with the Department of Commerce and Economic Development. Failure to submit a report results in the dissolution of the corporation and the loss of eligibility to receive grant funds.

Associations incorporating in even-numbered years report in even-numbered years (1992, 1994, 1996, etc.). Those incorporating in odd-numbered years report in years ending with 1, 3, 5, 7, and 9.

The biennial report is to include information through the fiscal year ending June 30. The report is due July 2 in the Department of Commerce and is delinquent August 1.

The following information is to be included in the report to the state:

AS 10.20.625 *Alaska Statutes*

Sec. 10.20.625. Contents of biennial report. The biennial report must set out

(1) the name of the corporation and the state or country where it is incorporated;

(2) the address of the registered office of the corporation in the state, and the name of its registered agent in the state at that address, and, in the case of a foreign corporation, the address of its principal office in the state or country where it is incorporated;

(3) a brief statement of the character of the business in which the corporation is engaged in the state;

(4) the names and addresses of the directors and officers of the corporation;

(5) the real and personal property assets of the corporation. (§ 1 ch 99 SLA 1968; am § 9 ch 145 SLA 1975; am § 47 ch 170 SLA 1976; am § 61 ch 123 SLA 1980)

BYLAWS

Bylaws are no longer required to be submitted when filing for nonprofit status. However, bylaws are necessary whether governance is by a library board, a committee, or by a nonprofit corporation.

Bylaws contain the basic rules of the organization and are considered so important to the functioning of the organization that they cannot be changed without previous notice to the members.

The following is a typical list of articles found in bylaws:

1. Name of the organization
2. Its purpose
3. Members
4. Officers
5. Meetings
6. Executive Board (if needed)
7. Committees
8. Parliamentary authority (which manual of parliamentary procedure is to be followed)
9. Amendments (procedure to make changes in the bylaws)

The following books provide information on the drafting of bylaws:

Demeter's Manual of Parliamentary Law and Procedure

Robert's Rules of Order

Sturgis Standard Code of Parliamentary Procedure

The Library Community

A local library is part of a statewide network of library services involving libraries of all types (public, school, academic, and special) and of all sizes, from the very smallest to the largest.

The State Library is the liaison between local libraries and the federal level. Library statistics are reported annually to the federal government by all State Libraries, and the State Libraries administer or monitor some of the federal grants. Several titles of the Library Services and Construction Act are administered through the State Libraries.

The Alaska State Library is established in statute, as are its powers and responsibilities. Among its duties are coordinating library services, providing and administering grants-in-aid to public libraries to improve services, providing library services to people living in areas without libraries, and offering consultant services on library matters. More information about the Alaska State Library will be included in Chapter III.

LIBRARY BOARD OF TRUSTEES OR LIBRARY COMMISSION

A public library belongs to the entire community. The purpose of establishing a library board is to assure citizen control and representation of the diverse groups and viewpoints of the entire community. As public officials, the board is responsible for interpreting community needs into library policies and programs, for representing the library to the community, and for protecting the library for the community. Trustees may be elected or appointed. Municipalities generally appoint a board; a task of either the mayor or the city council, or both together. A nonprofit corporation usually elects its board members.

In small villages the city council sometimes functions as the library board. This is a disadvantage. The council has so much business to conduct concerned with health, safety, city finances, etc. that the library receives little attention. If the city council functions as the library board, it is advisable to have one council member designated as the library liaison. Both the librarian and the council liaison are responsible to ensure that the library receives the necessary attention from the council and is responsive to community needs.

If there is a City Manager or City Administrator, the librarian usually reports to that individual, as do other city department heads. The library board, as an advisory body, still maintains its responsibility for representing the community's interests in the programs and operations of the library.

Effective trustees are those who:

1. Are interested in the library and the community
2. Are willing to devote time and effort to being a trustee
3. Recognize the role of the library as a center of information, culture, recreation, and continuing education
4. Are acquainted with the social structure in the community and its social and economic conditions
5. Are able to work well with others

An effective board is generally small in size, five to seven members. This is large enough for a diversity of view points to be represented, yet small enough for good decision making. Having an odd number of board members reduces the frequency of a tie when voting.

Open Meeting Law

The Alaska Statutes require that all meetings of a political subdivision of the state, for example; a municipality or a board, or an organization authorized to spend public money, must be open to the public except as provided in AS 44.62.310. Topics excepted from the Open Meeting Law pertain to financial matters which could have an adverse effect on the governmental unit, personnel matters prejudical to the reputation and character of any person, and matters required by law to be confidential. Public notices of meetings are to be posted, and these notices should include the date, time, and place of the meeting. The full text of the law is included in the Appendix for Chapter I.

Responsibilities of the board

Three major responsibilities of the board are **policy making, planning, and budgeting**.

Policy Making

Policies are determined by the library board or library committee. Policies are the overall guidelines under which the library operates, its philosophy of service, and its broad goals. Policies are written guides which set general limits and direction in which managerial action will take place. Policies are a tool for transferring decision making to lower levels in the organization. Given a broad policy outline, individuals at all levels can make operational decisions.

Effective Policies

Effective policies are:

- broadly stated guidelines for actions and decisions
- flexible enough to be almost all encom passing, but not so amorphous as to provide no structure or direction
- long term in duration
- passed by formal motion of the board and recorded in the minutes
- readily accessible to the public, board, and staff in a form that permits easy consideration of current issues.

Policies are helpful to the board because they:

- promote continuity in management in spite of staff turnover
- facilitate planning and decision making
- provide guidelines for applying controls
- assist in coordinating and integrating activities
- assist in achieving predictability, consistency, and equity in library services

Well-written policies are useful to the staff because they:

- permit freedom of action within known limits
- simplify decision making
- protect employees from political and personal pressures
- promote employee security
- clarify the board's decisions[2]

Written policies establish the legal records and legal basis for many actions.

Types of Policies

Policies are of several types: 1) those external to the library which are related to use of the library, its services, and cooperation with other governmental units; 2) those dealing with internal management of the board and of the library staff; and 3) those concerned with fiscal matters.

External Policies

The board establishes, by policy, the hours the library is open. A public library needs to be open after school so that students can use the materials and have a place to study. Some evening and weekend hours are required so that employed adults can use the library.

Other policies the board needs to address are: Who is eligible to use the library? What are the penalties for misuse of library materials and equipment, and when are the penalties imposed? A statement about confidentiality of library records is needed, citing *Alaska Statute* 09.25.140.

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[2] *The Wisconsin Library Trustee Reference Manual*. (Wisconsin Department of Public Instruction, 1981).

Policies about the facility need to be established. Who can use the library building? Can organizations meet there? If so, who is responsible for cleaning? Is there a rental charge? Can the facility be used for fund raising activities? If so, by whom? For what purposes? If displays of arts and crafts are to be allowed in the library, who selects or approves the items?

There needs to be a statement about cooperation with other libraries, interlibrary loan, and participation in the Alaska Library Network.

Policies about selection of materials and intellectual freedom are of such importance to libraries that they constitute a separate chapter, Chapter VI. Examples of selection policies are included in Appendix VI.

INTERNAL POLICIES

Some of the first policies a new board develops relate to its organizational structure, its officers, meetings, any conflict of interest, etc. For example, can a library employee be a member of the immediate family of a board member?

Job classification and job descriptions can be a board responsibility in certain situations. Who hires, fires, supervises, and evaluates which employees? Does the board evaluate the librarian? Or does the city manager do the evaluation? Does the board make an advisory report or recommendation to the city manager? Personnel policies concern a number of issues necessary to insure fair and equitable treatment of all employees.

FISCAL POLICIES

Among the fiscal policies to be adopted are acceptance of gifts and requests. Sometimes with a gift comes a request for special housing of the materials, or that a room or the library be named for the individual. How are these to be handled?

In writing policies it is best if both the library staff and the board work together. Alternative options need to be considered, and decisions made jointly. Drafting of policies should be delegated to one person or to a very small committee. Trying to devise language during a board meeting is time consuming and often results in vague, wordy statements. Revisions should take place in board meetings, but not the original drafting.

Policies should reflect the needs of each individual community, therefore they will differ from community to community. Obviously policies on use of a meeting room or a 16mm projector are not needed unless the library has them.

Good communication is essential between the board and the librarian in order to promote good management and the growth and development of the library. At times, the policy-making role of the board, and the implementation responsibilities of the librarian, appear to overlap. In small Alaska communities this is of particular concern because individual board members may also be library volunteers.

The Trustees Division of the American Library Association has attempted to clarify the powers and obligations of the board and the duties and responsibilities of the librarian. The list is of assistance in knowing which hat to wear when—that of a board member, a library user, or a member of the library staff. See page I-12

Reprinted by permission of the American Library Association: Young, Virginia, *The Trustee of a Small Public Library*, rev. ed., Small Libraries Publications, no. 1 (American Library Association, 1978) 3.

Duties and Responsibilities

What does a library trustee do?

Duties and responsibilities of the library trustee are manifold and at first glance may seem to overlap those of the librarian. The library board, however, was created by law to act as citizen control or governing body of the library, while the librarian's training and experience are pointed toward the administration of the library.

If this difference of function is not clearly defined and understood, efficient library operation is handicapped. Confusion may be avoided by the following clarification of the typically separate powers and obligations of the library board and the librarian:

Of the Library Board	*Of the Librarian*
1. To employ a competent and qualified librarian	1. To act as technical advisor to the board and to recommend employment of all personnel and supervise their work
2. To determine the purpose of the library and to adopt written policies to govern the operation and program of the library	2. To carry out the policies of the library as adopted by the board and to recommend needed policies for board action
3. To determine the program and needs of the library in relation to the community and to keep abreast of standards and library trends	3. To suggest and carry out plans for extending services of the library
4. To secure adequate funds to carry on the library program	4. To prepare regular reports detailing current progress and future needs of the library
5. To establish, support, and participate in a planned public relations program	5. To maintain an active program of public relations
6. To assist in the preparation of the annual budget and approve the final document	6. To prepare an annual budget for the library in consultation with the board and to give a current report of actual expenditures against the budget at each meeting
7. To know local and state laws and to actively support library legislation in the state and nation	7. To know local and state laws and to actively support library legislation in the state and nation
8. To establish among the library policies those dealing with book and materials selection	8. To select and order all books and other library materials according to board policy
9. To attend all board meetings and see that accurate records are kept on file at the library	9. To attend all board meetings and to serve as secretary of the board if required
10. To attend regional, state, and national trustee meetings and workshops, and to affiliate with appropriate professional organizations	10. To affiliate with state and national professional organizations and to attend professional meetings and workshops
11. To be aware of the services of the state library	11. To make use of the services and consultants of the state library
12. To report regularly to the governing officials and the general public.	12. To report regularly to the library board, to the officials of local government, and to the general public.

Planning

Essential to the optimal development of the library is good planning, and it requires the involvement of the library board and the library staff. Planning prepares for the future and includes decisions about the purpose of the library and what it should be doing next year, in three years, in five or six years. Good planning is of primary importance in the responsibilities of the library board and the library administration. In the process attention is paid to a review of existing services and of needs for the future.

No library can be all things to all people, therefore it is recommended that public libraries adopt a role. Planning also includes the development of a mission statement or a purpose. A statement of philosophy is included in the plan. Most libraries adopt the American Library Association "Bill of Rights" and "Freedom to Read" statements as a portion of the statement of philosophy.

Then goals and objectives are established, and activities necessary to achieve the goals are determined.

Planning is a multi-step process, and the results determine priorities for the budget, the services, and the programs of the library.

MISSION STATEMENT

Determination of the mission of the library within its community is an important step. The mission states the purpose or purposes for which the library exists. **"The mission establishes the scope of the library's activities for the current planning cycle and acts as a foundation for other planning phases. In one sense, the mission is like a job description; it gives direction to the library's daily activities."**[3]

Three common elements in mission statements are identified in *Planning and Role Setting*: **who** the library serves, the **needs** to be met, and the **concepts** to be included.[4] Concepts might be meeting users' needs, access to information, stimulating interest in reading, to serve scholars, interlibrary cooperation, etc.

Examples:

"The Morningside Public Library provides materials and services to help community residents obtain information meeting their personal, educational, and professional needs. Special emphasis is placed on supporting students at all academic levels and on stimulating young children's interests and appreciation for reading and learning. The library serves as a learning and educational center for all residents of the community."[5]

"Mission statement for the **Anchorage Municipal Library System,** March 28, 1984

To assemble, preserve, and administer organized collections of books and related informational, educational, and recreational materials in order to promote the communication of ideas and the enrichment of personal lives.

To provide access to human records of the past and present—factual, imaginative, scientific, and humanistic—through its own collections, and through an effective network linking all collections in the region, state, nation, and the world.

To provide to all clients who request it, the highest level of professional guidance, and personal assistance in the use of any or all library materials.

To develop special collections of library materials appropriate to the needs of the community.

To promote continuing efforts to acquire appropriate technologies which enhance the delivery of library services. Library automation and media services are particularly important.

To provide direct public use facilities through a headquarters library, various branch libraries, and outreach activities.

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[3] McClure, Charles R. and others, *Planning and Role Setting for Public Libraries* (American Library Association, 1987) 28.

[4] Ibid, 96.

[5] Ibid, 43.

To serve as a focal point for community programs in furthering the educational, cultural, and recreational objectives of the library's mission.

To provide through the selection of library materials the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

To serve all residents of the community, with service neither denied nor abridged because of religious, racial, social, economic, or political status.

To achieve the development of an effective organization of the public relations function within the library administrative structure, and in so doing ensure that the library system maintains an ongoing, comprehensive, and high level public relations and public information program.

To regularly review and revise the goals of this mission statement to ensure that the resources of the system are marshalled to best satisfy the needs of the community which the library serves."[6]

Kettleson Memorial Library (Sitka)

"The public library is an institution that serves everyone in the community regardless of age, mental or physical capacity, ethnic origin or economic status. It can be used by anyone throughout their life to increase their knowledge, discover new ideas, find answers to questions and obtain many hours of free entertainment. The library is a neutral place where people, who wish to, can confront and explore the ideas of the world—the popular as well as the controversial, the wise as well as the nonsensical—in a secure and private manner."[7]

Kegoayah Kozga Library (Nome)

"2. Mission Statement

2.1 To make freely available informational materials and services to the citizens of Nome and the Seward Peninsula, Alaska.

2.2 Through diverse programs encourage reading and examination of published and printed matter in order to promote an enlightened citizenship and to enrich personal lives.

2.3 To select, procure, organize, retrieve, and develop the use of print and nonprint materials in organized collections for the communication of ideas which satisfy the educational, cultural, and recreational needs of patrons without distinction as to age, race, religion, sex or color."[8]

Fairbanks North Star Borough Library

"The Fairbanks North Star Borough Public Library and Regional Center provides opportunities for independent education, recreation, acquiring information, and conducting research through its materials and services. The Library meets these requirements of Borough and other Northern Region residents without charge and assists them to make effective use of library resources according to group and individual needs.

To achieve this mission, sufficient significant materials reflecting past and present human experiences are provided. Selection of materials is based on this Collection Development Policy, the criteria given below, and the Selection Guidelines.

To bring every person, regardless of age, education, religion, ethnic and cultural background, and mental and physical health, into contact with the human record contained in the Library collections, various services are provided. These include the efficient organization of materials to make them accessible, lending policies and procedures to ensure the use of materials, guidance to assist the user in what he/she wants whether the material is at hand or available elsewhere, and maintaining effective local, regional and national networks capable of supplying the material when and where needed."[9]

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[6] *Policy Statements on Collection Development; a Compendium from Alaskan Libraries*, edited by The Alaska Statewide Collection Development Steering Committee (1986) 133.

[7] Ibid, 69.

[8] Ibid, 251.

Juneau Public Libraries

"The primary mission of the Juneau Public Libraries is to develop, maintain, and facilitate the use of a collection of books and other materials responsive to the diverse and constantly changing informational needs of those to whom it has a service obligation. The library strives to offer the most complete and balanced collection possible within existing fiscal and physical limitations. Providing free access to materials which satisfy educational, cultural, informational, and recreational needs of constituents of all ages, backgrounds, and occupations is a central concern, which must be met both from within and from beyond the system's own collection."[10]

Alaska State Library

"Through the use of human, technological, and material resources, the Alaska State Library provides, promotes, and coordinates library and information services to individuals, state government, the educational system, and the community of Alaskan libraries.

Services are provided, absent of censorship, so that equal access to the information, materials, and resources necessary to society are available to all; as measured by the availability, effectiveness, use, and support of libraries statewide."

GOALS

Goals chart the future of the library's functions, services and programs. Goals are broad in scope, may be continuing, and might never be achieved. A library usually has several goals.

Two types of goals are identified in *Planning and Role Setting*: **service goals** that the library will provide to users and the community, and **management goals** which relate to resources, facilities, staffing, funding, or other managerial matters. [10]

Examples:

To provide all residents of the community access to library materials, whether available from this library's collection or elsewhere.

To become a center for native cultural awareness and cultural preservation for the community.

Kettleson Memorial Library (Sitka)

"To make available books and other materials of a recreational, cultural, educational, or informational interest that will enlighten and enrich the lives of its users.

To provide a place where inquiring minds may find opposing views on controversial subjects.

To cooperate with other libraries in Sitka, and in the state, with collection development and document delivery to provide residents with a collection that is as comprehensive as possible and that is easily accessed.

Provide a welcoming atmosphere and prompt friendly service to all users.

Develop broad community awareness of the library's resources and services.

Maintain outreach service to the Pioneer Home, Jail, Hospital and to mail service borrowers who live within the limits of the City and Borough of Sitka and to address other needs as they are recognized, to the best ability permitted by the level of funding received."[12]

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[9] Ibid, 175.

[10] Ibid, 37.

[11] McClure, 46.

[12] *Policy Statements on Collection Development*, 69.

Fairbanks North Star Borough Library

"GOALS

1. To provide the highest quality user-oriented public library service which will effectively contribute to the development of the community.

2. Develop and organize collections of materials to meet users' needs within the framework of the Library's Collection Development Policy."[13]

OBJECTIVES

Specifity is imposed in the objectives. The outcome must be measurable and a time frame may be given, or it is implied as the next fiscal year. Goals have several objectives, each specifying a means toward accomplishing the goal. An easy-to-remember formula for writing objectives is SMAC:

S = Specific (Is it distinctive, explicit, precise?)

M= Measurable (Can it be seen, counted, or proved that it was done?)

A = Achievable (Is it realistic? Can it be accomplished?)

C = Compatible (Does it contribute toward attaining the goal?)

The systematic setting of goals and objectives and the monitoring of progress toward their achievement are characteristics of an effective board. Priorities must be determined, alternatives examined, and an action plan established within the budget.

BUDGETING

The operating budget is the financial plan for the provision of library services. Its development and presentation to the local governing body are major responsibilities of the librarian and of the board.

A budget is a:

- Communication device between the board, the administration, and the operations level
- Negotiated agreement between the governing body and the library to provide certain services at an agreed upon price
- Prioritization of the goals, objectives, and activities expressed in quantitative terms
- Control and monitoring device measuring progress toward objectives in quantitative terms
- Management device assigning responsibility for specific operations

The budget of a publicly supported institution is public information and should be readily available to any interested citizen.

The board is responsible, not to save money, but to ensure that allocated funds are spent in productive effort to accomplish the library objectives.

The determination of the goals, objectives, and activities for library service and development are essential in the budgeting process. The long-range goals indicate the library development the board and the librarian would like to accomplish in three or five, or more years. In prioritizing the objectives, the services and activities for the next fiscal year are determined. The cost of providing those services and activities becomes the budget request.

Budget Guidelines

Budget guidelines (line item definitions) establish the budget category to which each expenditure will be assigned. The purpose is consistency from one city or borough office to another. Cities and boroughs have budget definitions to which all financial entries must conform, regardless of the department from which the expenditures originate.

The budget guidelines which follow are those used by the Alaska State Library on the application for a Public Library Assistance Grant, and almost the same as the line items required on the Annual Report and the Grant Report forms. These guidelines conform to those required on the reports filed by the State Library with the federal government. The federal government requires each State Library agency to report the income and expenditures of all the public libraries.

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[13] Ibid, 175.

The guidelines can be expanded to fit local needs. For example, a library may want to keep separate budget figures for the purchase of children's books. Yet the budget for children's and adult books would be added together on the forms filed with the State Library and reported under "Collections - Books."

Alaska State Library Guidelines

"a. PERSONNEL

1. Salaries and wages - full and part-time staff (except building and grounds maintenance employees).

2. Benefits - medical, dental, insurance, workman's compensation, social security and retirement programs paid by the employer; usually computed as a percentage of salary.

b. COLLECTIONS (LIBRARY MATERIALS)

1. Books - cost of books, shipping and preprocessing fees.

2. Subscriptions - subscriptions to magazines and newspapers and other publications on standing order.

3. Audiovisual - films, slides, pre-recorded audio and video tapes, phono-recordings, pictures, maps, charts, media kits, etc.

4. Other Materials - microforms, computer software for patron use, games, etc.

c. OTHER EXPENDITURES

1. Building Operations - utilities/heat: electricity, water, heat (oil, coal, steam, etc.); snow removal, janitorial contracts or salaries, cleaning supplies.

2. Furniture and Equipment - Machines, shelving, desks, chairs, filing cabinets, etc., except when part of new construction or a major remodeling; items with a life span of several years, including the leasing of those items.

3. Travel - Transportation and per diem (or actual costs) to attend conferences, meetings and continuing education/training experiences relevant to job responsibilities; includes reimbursement for travel related expenses of consultants, program presenters, etc.

4. Supplies - Consumable items such as office supplies, processing and mailing supplies, mending and repair supplies, blank audio and videotapes, and computer diskettes.

5. Services

(a) Communications - postage, telephone, and printing costs, such as expenditures for informational brochures, advertisements and flyers, but not the cost of paper for xeroxing, which belongs under supplies.

(b) On-line Database Searching - charges including telecommunication costs for searches on databases such as Dialog, Wilsonline, or WLN.

(c) Contracted Computer Services - custom programming, software leases, other contractual arrangements, equipment repair, maintenance agreements.

6. All Other Unreported Expenditures - any other expenses not included above, such as book binding services and maintenance contracts on typewriters, copiers, etc."

Capital outlay is a one-time expenditure for purchasing a building site, erecting a new building or building an addition; new equipment (including major computer installations), furnishings for new or expanded buildings and new vehicles. It is required to be reported on the Annual Report. Do not include replacement and repair of existing furnishings and equipment, or regular purchase of library materials reported in Operating Expenditures.

The Budgeting Process

Fixed Costs

Fixed costs are those with limited adjustability, that is expenditures for salaries and utilities (electricity, heat, water), insurance, telephone service, automation services, etc.

Boards usually try not to reduce salaries and hourly wages when the budget is cut or when shifts in expenditures must be made. Instead budget reductions may require that employees work fewer hours, or the number of days the library is open may be reduced. Severe budget cuts can result in termination of employee(s). This should be a last resort because it is a loss of trained employees. If new people are hired in the future, training is necessary, and training and learning take time. Personnel time is a cost.

If the library is open fewer hours, lower utility costs might result. Or if a library is open only two or three days a week for a longer period of time each day, utility costs may be reduced. It can be less expensive to warm a building on two days when the library is open for five hours each day, than it is to warm the building for five days when open only two hours a day.

A certain level of building maintenance must be maintained or damage to the building can result.

Communications

Communications are a fixed cost. Included are the costs of postage, phone rental, and long distance telephone calls. The library has limited control over these costs since the library does not establish the fees. The number of mailings can be reduced, but savings are likely to be minimal. Long distance calls can be reduced, but essential calls for public services should not be forbidden.

The board has more decision making control on the remaining budget items. Here is where the priorities established by the objectives are useful. As an example, suppose the newly hired library aide has had no previous library training or work experience. The board could determine:

Goal: "To improve service to all library users,"

Objective: "To obtain training for the library aide in managing the library," OR "To fund training for the library aide in interlibrary loan and reference skills."

Activity: Several alternatives should be investigated and costs compared, for example:

1. Budget for travel to obtain the training OR
2. Budget for a correspondence study course OR
3. Budget for registration fees and textbooks for a distance learning course taught through the Alaska Teleconferencing Network

   OR
4. Request the State Library to offer a workshop locally for library board and staff, and invite nearby libraries to participate.

Budget: Determined by the decision made from among the alternatives.

Collections (Library Materials)

The availability of books, magazines, and other materials is one of the main reasons for the existence of the library. **The Public Library Assistance Grant requires that 20% of the grant be expended for the purchase of library materials** unless the library expends at least $5,000 of local funds for library materials.

SUPPLIES

A checklist and inventory of library and office supplies provides records for future ordering and becomes part of the documentation of the budget request. Forms can be developed to meet local needs. See sample in the chapter "Administering the Library." An inventory of supplies should be taken at a regular time each year and prior to the development of the budget.

CAPITAL BUDGET

A capital budget is prepared only when there is special funding for new construction, remodeling, or major repairs.

The Political Process

A city's library budget will be reviewed with the City Manager or City Administrator and/or the City Clerk, and with the Mayor. Final approval is granted by the city council or the assembly. (The titles of the offices may differ from city to city).

Board members should attend the council or assembly meeting at which the budget for the library is determined. It is appropriate for a board member to speak in support of the library budget because board members are appointed to assure citizen control of this public resource. The librarian also presents plans, the rationale for the budget, and answers questions about the budgeted amounts or services. An employee's presentation is often interpreted as self-seeking. The board member speaking on behalf of the library, in contrast, represents the community and is an informed citizen on library matters.

In a nonprofit corporation the responsibility for developing and implementing the budget usually is delegated to the executive board.

Justifying the budget

The budget needs to be presented from the standpoint of benefits to users. The inclusion of both human interest and factual data tend to establish credibility and to link services with results. Factual data can come from the statistics the library keeps: circulation, number of people using the library, number and types of programs and attendance, equipment use, number of interlibrary loans, etc. Other useful factual data is published nationally; for example, the average cost of books and magazine subscriptions. Converting numbers to graph form can make effective and dramatic visual presentations.

A city council has many agenda items to address. Information presented visually by graphics will get the point across much better than several pages of typewritten information.

Production unit statistics or workload statistics are useful to the library but can be difficult to interpret by someone who does not have an intimate understanding of the library procedures and the time the tasks require. Effectiveness of these statistics increases if the figures cover a span of years, or if compared with libraries in communities of similar size. Examples of production units and workload statistics are: cost/item processed, cost/circulation, circulation/staff member, etc. Think carefully about what you want to accomplish before you use these figures with a city council. A library board would be more interested in such details of library operations.

REVISING THE BUDGET

If the amount of funds allocated to the library is less or more than the budget request, the board and the librarian must revise the budget. The Public Library Assistance Grant requires that changes in any line item by more than 10% must receive prior approval by the State Library. It is the librarian's responsibility to implement the budget and to operate the library within the budgeted amounts.

A note of caution: If the library receives a Public Library Assistance Grant, **state funds cannot be used to replace local funds**. A drop in local funding could result in the loss of eligibility to receive grant funds for a period of two years.

Control of the Budget

Written budget reports should be presented to the board at every meeting. The board maintains its control by evaluating the service against the budget expenditures. If several months elapse between board meetings, then the librarian and the board members should be provided with interim budget reports on an agreed-upon schedule.The Department of Community and Regional Affairs has published a *Model Financial Record Keeping System*[14] which can be used by a small city or a nonprofit corporation. Each source of revenue is coded with a number, for example:

01	General Fund
02	Grant Fund

Then each city department or source of expenditure is coded with a number, for example:

10	City Council
20	Administration and Finance
21	Planning and Zoning
	etc.

Last, each expense object is given a code:

100	Personnel Services	
	110	Salaries
	120	Stipends
	130	Payroll Taxes
200	Travel	
	210	Airfare
	220	Per Diem
	230	Training
300	Facility Expense	
	310	Telephone
	311	Rent
	320	Electricity
400	Supplies	
	etc.	

Payment of the monthly salary of the city clerk would be coded: 01-20-110 (01 = General Fund, 20 = Administration and Finance, 110 = Salaries).

The *Model Financial Record Keeping System* includes a chapter about grants, "Grants Fund Record Keeping." Other titles about finances for libraries are listed in the bibliography.

Monies should be spent throughout the entire year in order to expend the budget within the fiscal year, to make an even work flow, and to avoid hasty last minute purchases near the end of the year.

Budgeting is a major responsibility of the board and of the librarian. Money makes things happen. Past budgets influence future ones. If the board and the librarian do:

- long-range planning for development of the library services
- provide adequate rationale and documentation of the budget request
- demonstrate fiscal responsibility, and
- gain public support—then

budget increases are more likely to be approved and improved services be the result.

Trustees are important to the continuing financial support at the local, state, and national levels. They speak as knowledgeable citizens of library and information needs, and of the effect or results of library funding and grant programs. Board members are encouraged to participate in the Alaska Library Association, which attempts to coordinate activities with government agencies for the benefit of all libraries.

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[14] *Model Financial Record Keeping System* (Alaska Department of Community and Regional Affairs, Municipal and Regional Assistance Division, 1990) 47-48.

PERSONNEL

Guidelines for employment of the library staff are determined by the board, or, in the case of a local government, by the city or borough, and the library board. A city or borough will have some personnel policies already adopted. Some additional policies, applicable only to the library staff, **might** be needed. Below is a minimal list of personnel policies, and additional ones can be added as needed:

- Compliance with the federal government's Equal Opportunity Act of 1972
- Definition of full and part-time employees (# of hours, benefits)
- Probationary period (length of time, interim evaluation, salary increase after successful completion of probationary period)
- Holidays (which national and state holidays)
- Vacations or annual leave (# of days, length of employment before eligible for leave)
- Sick leave (# of days, when a new employee is eligible for leave, when a report from a doctor is needed, whether sick leave can be used for illness of members of the immediate family)
- Personal leave and Leave without Pay (when it can be used, e.g. bereavement, pregnancy)
- Resignation (period of advance notice required)
- Termination (grounds for, advance notice)
- Training and continuing education (paid leave, travel expenses, per diem, tuition)

One reason for personnel policies is fairness—so that all employees have the same rights.

The Michigan Library Association published a compilation of public library personnel policies gathered from 36 public libraries. The volume can be borrowed on interlibrary loan. The citation is in the bibliography.

Job Descriptions

Assignment of duties and responsibilities of library staff are necessary whether the staff members are paid or volunteer (unpaid) staff. These duties and responsibilities become the job description. Job descriptions:

1. Assign responsibilities
2. Aid in determining an applicant's qualifications for a position
3. Provide a basis for evaluating employee performance.

Job descriptions are influenced by the size of the community, the library building, and of the library staff.

Someone working in a small library, which has only one or two staff members, will have broad responsibilities. A larger community usually will have a larger library, and it will be open more hours per week. There will be more library employees.

A person working in a larger library may have a narrower scope of responsibility, but the position may require more supervisory skills and a greater depth of knowledge about a particular library function.

Several types of information should be included in a job description:

1. Major duties and responsibilities
2. Personal qualifications (for example, dependability; friendliness, and the ability to meet the public)
3. Minimal qualifications of skills, education, and experience

Under duties and responsibilities, a phrase should be included, such as "and other such duties which may be assigned."

Developing job descriptions

In an organized borough or a city, a draft of a job description will be reviewed with the appropriate official. The amount of board involvement will vary dependent upon the circumstances, such as whether there is a local government or whether the board is advisory only or a policy-making board. At the very least, the board should assure that acceptable job description(s) are available and current.

Job descriptions should be reviewed periodically to determine whether they accurately reflect the current requirements of the position. It is advisable to review the job description every time someone resigns or another position has been approved. Adding personnel changes the job responsibilities, as does major changes in services, such as purchase of an automated circulation system.

The American Library Association, Office for Library Personnel Resources, has compiled samples of job descriptions for public, school, and academic libraries. Also included are articles about writing job descriptions. These can be borrowed on interlibrary loan. See the bibliography at the end of the manual.

The "Job Description for Village Librarian" was developed by Judy Monroe of the Alaska State Library. The "Library Clerk" was contributed by Petersburg Public Library. Most of the other job descriptions, slightly revised, are taken from the *Manual of Public Library Policies and Procedures*, published by the Michigan State Library.

Sample Job Description

LIBRARIAN

I. BASIC FUNTIONS

Recommends library policies, services, and facilities to the library board. Establishes library methods and procedures. Administers library program and services to meet community needs. Promotes library service to all potential users.

II. SPECIFIC FUNCTIONS:

1. Prepares annual budget to meet library requirements.
2. Prepares regular reports of library use and library finances.
3. Selects and procures books, magazines, newspapers, and other materials.
4. Selects and procures supplies and equipment.
5. Organizes the collection for efficient use by cataloging, classifying, and processing.
6. Supervises circulation procedures and records.
7. Gives reference and readers' advisory service to adults and juveniles.
8. Keeps collection current and in good condition by regular weeding, replacement, and repair.
9. Cooperates with all community educational and recreational groups and organizations to assist in their projects and programs.
10. Supervises and trains assistants.
11. Assigns and schedules assistants; duties and responsibilities.
12. Plans and conducts reading and study programs for children.
13. Plans and conducts a library publicity program throughout the year using newspaper stories, bulletin boards, special displays, brochures, talks, library open houses, and other promotional techniques.
14. Coordinates programs and activities of all departments of the library.
15. Supervises the physical plant of the library to ensure safety.
16. Coordinates and supervises participation in the Alaska Library Network.

III. PERSONAL QUALITIES:

1. A broad understanding of library services.
2. Knowledge of library organization, administration, finance, methods, and procedures.
3. Ability to train and supervise professional and non-professional personnel.
4. Ability to deal effectively with officials, co-workers, community leaders, and the library public with tact and courtesy.
5. Interest in continuing education and staff development for self and staff.

IV. MINIMUM QUALIFICATIONS:

1. High school degree plus some college and office experience is required.
   College degree plus library experience preferred.

(**Note**: Small rural communities generally have lower minimum qualifications. In the example above, the minimum qualifications might be a "high school degree, some college and office experience preferred.")

Sample Job Description

ASSISTANT LIBRARIAN

(Cataloger and Children's Librarian)

I. Basic functions:

Aids librarian in planning and conducting a library program to meet the community needs. Is responsible for the library program in the absence of the librarian.

II. Specific functions:

1. Orders library materials and keeps order records.
2. Receives and orders cataloging and classification of library materials and prepares new materials for use.
3. Prepares budget for library supplies.
4. Selects children's reading materials for purchase.
5. Keeps children's collection in good condition by weeding and by selecting materials for repair and binding.
6. Conducts children's story hour and special reading programs.
7. Orients children's groups in use of the library.
8. Gives juvenile reference and juvenile readers' advisory service.
9. Coordinates public library services with schools and children's groups.

III. Personal qualities:

1. A broad understanding of library services.
2. Knowledge of library methods and procedures.
3. Ability to deal with co-workers and the public (adults and children) with tact and courtesy.
4. Understanding of child psychology.
5. Interest in continuing education and staff development for self.

IV. Minimum qualifications:

High school graduate with library technician training or office experience is required. College graduate with library experience preferred.

Sample Job Description

LIBRARY ASSISTANT

I. Basic functions:

Assists in performing the basic clerical operations of the library

II. Specific functions:

1. Charges and discharges books and other materials.
2. Keeps circulation records.
3. Sends overdue notices.
4. Helps prepare displays.
5. Types catalog cards, reports, etc.
6. Registers borrowers.
7. Mends books.
8. Shelves books.
9. Files cards and records.
10. Assists patrons in locating materials and in using the library.
11. Reads shelves to keep materials in proper order.

III. Personal qualities:

1. Ability to work quickly and accurately.
2. Neat, clean, orderly, quiet.
3. Ability to deal with the public with tact and courtesy.
4. Ability to type accurately.
5. Ability to understand the library's policies and translate them into action.
6. Interest in staff development.

IV. Minimum qualifications:

High school graduate, some college preferred.
Two years of office experience may be substituted for each year of college.

Sample Job Description

Job Description for Village Librarian

Nature of Work

Performs tasks involving the application of standard library routines, some of which may be learned on the job. Supervision may be exercised over the work of volunteers, alternates, and clerical employees. Work is performed under the supervision of the (city manager or library board or city council). The employee has considerable independence in carrying out daily operations.

Specific Functions

Oversees the operation of a small library, including development of procedures.
Prepares, or assists in preparing, the annual budget to meet library requirements.
Prepares regular reports of library use.
Selects and orders books, magazines, newspapers, and other materials.
Processes new library materials upon receipt.
Keeps collection current and in good condition by regular weeding, replacement, and repair.
Assists users in the selection and location of books, periodicals, and other materials; explains the use of the library.
Provides readers' advisory services and refers requests beyond the scope of the library collection by using tools and procedures of the Alaska Library Network.
Answers reference questions within the limits of available resources and follows Alaska Library Network protocols in accessing other libraries.
Checks materials in and out of the collection; follows up on overdue materials to assure their return to the library.
May conduct reading incentive programs for children such as preschool story hours and summer reading programs.
Plans and conducts a library publicity program throughout the year using methods such as announcements on public bulletin boards, special displays in the library, programs in the library, tours for school children, and newspaper or newsletter stories.
Supervises the library facility to ensure safety, efficiency, usefulness, and cleanliness.

Education and Experience

High school diploma.
Two years of office clerical work or demonstrated knowledge of general clerical methods and procedures.
Some college work and one year's experience working in a library are highly desirable.

Personal Qualities

Knowledge and interest in books and literature; the ability to become familiar with the titles and content of library materials.
Ability to work and deal effectively with library users.
Ability to keep records and prepare reports.
Ability to learn standard library techniques including use of a classification system to organize the collection.
Ability to understand and follow oral and written instructions.
Interest in continuing education for self.
Dependability, can be relied on to carry out library procedures such as opening and closing the library at regularly scheduled times.

Sample Job Description

Library Clerk

Petersburg Public Library

I. Basic Functions

Assists in nonprofessional tasks in the library.

II. Specific Functions

Circulation	Registration of borrowers Explaining lending rules Charging out materials Reserving books for library users Collecting fines Examining materials upon return and returning to shelves
Reference	Assists the public in finding requested materials or directs questions to other members of the library staff
Cataloging	Files catalog cards

Keeps library neat

Performs other duties as required

III. Personal qualifications

An enjoyment of working with people and a love of books are strong assets.

IV. Minimum qualifications

High school graduate preferred.

V. Skills, knowledge and abilities

Basic typing skills
Ability to speak clearly
Ability to learn operating policies and procedures
Ability to work cooperatively with others

VI. Decision making responsibility/authority

The library clerk follows established methods and procedures

VII. Working conditions

The library clerk will work in the public library. The working hours will include evenings and Saturdays, specific days to be arranged.

VIII. Personnel policy

The personnel policies of the city will apply to this job.

IX. Performance Evaluation Requirements

The library clerk's performance will be evaluated by the city librarian using this job description as criteria. The first evaluation will be at the end of one month's employment. Subsequent evaluations will be once each year.

Sample Job Description

LIBRARY PAGE

I. Basic functions:

Assists in performing basic clerical and labor operations of the library.

II. Specific responsibilities:

1. Shelves books, magazines, and other materials.
2. Packs, unpacks, and shelves materials and supplies.
3. Reads shelves to keep materials in proper order.
4. Dusts and cleans shelves, books, and other materials.
5. Helps prepare displays.
6. Keeps library neat and in good order.

III. Personal qualities:

1. A friendly, helpful attitude toward people.
2. Willingness to learn and to follow directions.
3. Dependability and punctuality.
4. Neat, clean, orderly, and quiet.

IV. Special requirements:

1. Physical ability to carry, reach, bend, stand, stoop, and perform all duties above.
2. Ability to shelve accurately by alphabetical and numerical sequence.

V. Minimum qualifications:

1. Fourteen years of age.
2. A grade point average of a least a 2.5 or C+ average.

Chapter II

The Library Building

The Library Building

The library building influences library services and the prestige of the library in the community. A functional and attractive library encourages use, while an unattractive, over-crowded, inefficient or dusty building discourages users.

Any library, whether in existence or a dream for the future, can benefit from objective evaluation; that is. to look at the library as though you are seeing it for the first time, a stranger. In this chapter only an assessment of the building and its arrangement will be considered. Evaluation of the collection is included in another chapter. This is only an introduction to the planning of libraries; entire books are written on the subject of planning and designing of libraries. See the bibliography at the end of this manual for a selective list.

Technology has brought major changes in space needs of libraries of all sizes and in the requirements for power and communication lines. However, some of the general comments of Rolf Myller in *The Design of the Small Public Library* (R. R. Bowker, 1966) are still appropriate in the 1990s.

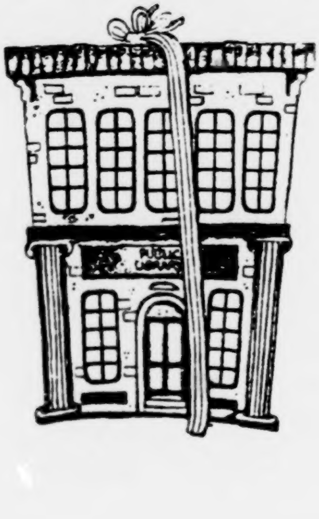
"**Flexibility is mandatory for adaptability to the unknown requirements of the future**. Aside from wash rooms and mechanical space, potentially everything should be movable, p.37.

"**Avoid using too many windows**...Large window space is lost wall space which can better be used for books and readers...but consider using windows for their psychological effect, p.40.

"**Use the largest possible structural spans which the budget will permit**. The fewer the obstructions, the greater the flexibility and ease of control, p.36.

Concepts of library arrangement must be applied with the proviso "as much as possible," but generally for public libraries try to:

1. Separate noisy areas from quiet ones.
2. Separate the children's area from the adult.
3. Place the casual reading/lounge area away from the location of study tables and chairs. Use this browsing and informal reading area as a buffer zone between the quiet and noisy areas; for example, between the children's area and the quiet study area. If the library has a music listening area with headphones, it too can be a buffer zone between the quiet and more noisy areas.
4. Locate functions needing assistance from the librarian near the librarian's desk and in the noisy area; for example, the card catalog or the automated catalog, the *ALN Catalog*, and the reference collection.
5. Place the card catalog or automated catalog as near the book collection as possible, and if possible it should be visible from the entrance.
6. Locate children's areas where they are visible and easily supervised from the staff area.
7. Try to place essential services so that people can see their location from the library entrance; for example, the circulation desk, the reference collection, the periodical collection, the children's area, and the rest rooms. This visual orientation is important to library users.



ALASKA REQUIREMENTS

Building Code

Local building codes provide accepted specifications for construction. In absence of a local code, the *Uniform Building Code* should be followed.

Access by Physically Handicapped

The State of Alaska has adopted standards for public buildings comparable to federal law or regulation, including the "American Standards Specifications for making buildings and facilities accessible to and useable by physically handicapped," AS 35.10.015.

"Access by means of a ramp or an elevator must be provided for the physically handicapped"[1] for a library reading room where the number of occupants can be at least 50, see Table 33-A, "Minimum egress and access requirements."

Art in Public Buildings

New facilities costing $250,000 or more are to apply 1% of the total funds for works of art. These may include, but are not limited to, sculpture, painting, murals, or objects relating to Native art, AS 35.27.020.

Fire Exits

A minimum of two exits, other than elevators, are required where the number of occupants is at least 50.[2] The types of programs to be provided will influence the room size. For example, if it is anticipated that the library will offer film programs of general interest, where parents would bring children, then occupancy of over 50 people could be anticipated. A Christmas program is likely to draw more than 50 people, or a party at the end of a summer reading program. In consideration of safety, two exits are recommended.

Room Capacity

Any room having an occupant load of 50 or more is required to have a sign posted near the main exit. The sign must state the maximum number of people permitted for the room use.[3]

PLANNING A LIBRARY

Alternatives need to be carefully considered before embarking on a building program. Would remodeling the building be sufficient to meet current and future needs? Is the location of the library satisfactory? Does the site of the library allow for expansion and remodeling? Does the building meet safety codes or can it be economically brought up to standards? Is there another building which might be remodeled to meet the library needs of the community? Or is an entirely new building the best alternative for the library?

Whether a new building is being planned or a remodeling, both the present and the future needs must be considered. Deciding first on the size and then squeezing in the services, furniture and functions is not planning. Planning includes an evaluation of the site or of a proposed site, the library's goals and priorities, the programs and services to be provided, the size of the collection needed, the interior arrangement, and the equipment and furnishings.

The Building Program

A written building program should be prepared before hiring an architect. It provides instructions to the architect and establishes requirements. The types of spaces needed for the library to meet its service goals are listed in the building program and how these spaces interrelate for efficient use of the facility. An example of a building program is given in the *Wisconsin Library Building Project Handbook*, which is listed in the bibliography. Another useful resource is the *Checklist of Library Building Design Considerations*, also listed in the bibliography.

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[1] *Uniform Building Code* (International Conference of Building Officials, 1988) 665.

[2] Ibid, p. 665.

[3] Ibid, p. 636.

Site

Studies in Alaska and elsewhere have shown that libraries near essential community services, and which are conspicuously visible, are used more frequently than those out of normal traffic patterns. Locations near the grocery store, post office, or on the street to reach them, are desirable.

Arrangement

Thought must be given to the interior layout of the library; the services, the activities and programs to take place, the furniture and equipment, storage and work space, and the work flow in operating the library.

Large open spaces offer the most flexibility in arranging interior space and allow more visual supervision. The needs of all age groups, preschool, juvenile, young adults, and adults, need to be considered.

The public catalog, whether a card catalog or an automated catalog, and the microfiche reader should be located near the reference area, which should be fairly centrally placed for visual supervision and in order to offer assistance. The circulation desk needs to be near the exit for convenient check-out of materials.

The library staff need to be able to supervise the different seating areas from the principal work station of the staff; the study area, the casual reading area, and the children's area.

Space Needs

Library services require space for reference books, periodicals, the adult fiction and nonfiction collection, the young adult and children's collection, videotapes, audio and music cassettes, maps, the pamphlet file, a globe, etc.

Film programs require space for projection, a convenient electrical outlet, a screen, space for folding chairs, and unobstructed viewing space for the audience. Unobstructed space is needed to watch educational television programs or demonstrations, and to videotape storytelling, elders' conferences, or other events.

A meeting room is a useful community service and preferably has a door which can be closed. The room might be used for audioconferencing, or as a classroom for college classes or other adult learning programs, for staff meetings, legislative hearings, or in-service training.

Preservation of native culture is of concern throughout Alaska. A library is a good place to offer programs and to retain cultural materials such as artifacts, videotapes, pictures, and slides.

Children's programs of storytelling or reading need space for children to sit on the floor. Carpeting, floor cushions, or other floor seating need to be provided for warmth.

Arts and crafts programs need tables and chairs and a floor surface which cannot be damaged easily, and one which can be cleaned without difficulty.

A microcomputer and printer, available for educational and personal use, require space in the public area where they can be supervised.

A workroom adds a great deal to the efficient utilization of the library. Many routine tasks require work space; sorting cards for filing, book mending, magazine repair, periodical check-in, processing new materials; receipt, wrapping and mailing of interlibrary loans. If there is no provision for a staff workroom, these materials must be constantly picked up or moved during the hours the library is open to the public.

Whether there needs to be an office for the librarian, and a staff room, depends on the size of the community and the number of staff members. In a small community the workroom might also function as the librarian's office.

Closed storage is needed for supplies. It is advisable to have locked storage cabinets for audiovisual equipment such as film and filmstrip projectors, cassette players, video equipment, etc. Janitorial supplies and equipment should have a separate storage closet.

At least one toilet room should be accessible and useable by the physically handicapped. The floor needs to be at the same level as the library area from which entering. Space is needed to turn a wheelchair. Technical standards are available from the State Library offices.

Careful planning will result in space and furnishings which can have multiple uses.

Size

Formulas about size requirements can be somewhat useful in estimating space needs and in obtaining a rough estimate of costs, even before getting into the architectural design. Size estimates based only on population are probably the least accurate. Several formulas are given in the books listed in the bibliography; for example, population and a volume-seating-circulation formula.

A more detailed approach to space needs is given in the booklet by Anders Dahlgren, *Public Library Space Needs: A Planning Outline*. It contains a worksheet for determining size requirements based on population, space needs for the collection, user seating, staff work areas, meeting room, special-use spaces, and nonassignable space (furnace room, janitor's closet, storage rooms, entry, corridors, stairways, elevator shaft, and rest rooms). It can be borrowed on interlibrary loan or purchased from the Wisconsin Department of Public Instruction. *Public Library Space Needs* is listed in the bibliography at the end of the manual.

COMBINED (SHARED USE) FACILITIES

Small communities find advantages in having two or more part-time services using the same building. Costs of utilities and building maintenance can be shared, and the number of hours per week that the building is in use increases. Services which supplement one another can work well, such as the library and adult education. Other examples are combinations with the city offices, post office, museum, or school.

Remember that shared use will increase the number of staff and, therefore, the square footage requirements. Staff members of every different program must be considered in determining space requirements, for each program requires its office equipment, desks, filing cabinets, and typewriters. Separate office spaces may be necessary if some of the services or information on file is confidential.

The State Library staff are resource people to help in assessing needs and alternatives of the present building, and they can help in planning new libraries or reviewing building plans.

Library/Adult Learning Centers

In the 1980s several facilities were built, in which the public library and the adult education programs share the space. These facilities were built on the Seward Peninsula. This combination appears to have some advantages.

1) Both programs are likely to be part-time so convenient scheduling is easier to accomplish.
2) Each program contributes to the success of the other.
3) Power and control of the facility are fairly equally shared.
4) Adults feel welcome in the facility.
5) The availability of children's materials provides entertainment for children whose parents may be participating in an adult education class.

6) Media equipment (microcomputers, videos, etc.) can be used by both programs and is available for community use.

These facilities have two rooms. The larger room houses the library materials and the reading and study area. The smaller room is used as a meeting room, classroom, and audioconferencing room. Storage spaces and rest rooms are in addition to the public space.

Community/School Libraries

A number of small communities have experimented with combined public and school libraries. In theory this combination appears to offer savings in materials which need not be duplicated, and in utilities costs. In practice, in Alaska, the experience has shown few successes. Several combined public/school libraries, housed in schools, have discontinued their joint use of facilities. The State Library can provide a list of the combined public and school libraries which are continuing.

Several reasons contributed to the separations:

1) **Balance of power** - The public library program is vulnerable to the higher priority of the instructional program. The library may be moved to a less accessible location or to a smaller room because of needed classroom space. One community/school library was moved three times in three years because of growing student enrollment.

2) **Access** - Daytime use of the library by adults conflicts with the instructional program during the school year.

3) **Building closures** - The building may be closed during school vacations and for annual maintenance. The public library must be open at least 48 weeks of the year to be eligible for grants. School vacations are a time when children can read for fun, and public library reading programs can be effective means for children to learn to enjoy reading, while maintaining reading skills.

4) **Size** - School libraries often are not large enough for a good school library program, and adding public library services compounds the inadequacy.

5) **Site** - Schools are intentionally removed from busy thoroughfares, while prominent and busy locations are the most favorable sites to encourage public library use.

6) **Inadequate funding** - Neither library may have a budget adequate to provide a good program. The savings from fewer duplications in materials, or for a portion of the utilities payments, are not substantial enough to make positive changes in the quality of library services.

7) **The building design** - The school may not have been planned to allow for an outside entrance into the library, access to rest rooms, or for security of the remainder of the building when the library is open and the school is closed.

8) **Personnel** - Personnel may change in the school or in the city, and the new principal may not be supportive of shared services or the city officials may decide that the public would be better served in another building.

9) **Pay scale** - Difference in salaries can cause personnel problems, as can the hours. The public librarian will be required to work some evening and weekend hours, which may be less desirable than those of the school library person. Vacations for the public librarian will likely be less long than those of the school staff, and school vacations can be busy times at the public library.

A few successful combined community/school libraries do exist in Alaska, and much of that success is due to the good will and commitment of the school superintendent. The major source of problems is that of power and control. There is not equality in ownership or an equal responsibility for the physical plant when the public library is in the school. The number of people who are critically affected on a daily basis are the students and the teachers in the school, more people than usually enter the public library during a day. Consequently, success depends on personalities, rather than the advantages of shared resources, services, and programs.

Continuation of a successful program cannot be assured because it is dependent on a shifting base of people moving in and out of the community.

Problems should never be considered insurmountable, however, and some communities successfully share a public/school library .

What factors are necessary for a successful combined community/school library program?

- Outside entrance into the library
- Security for the remainder of the school
- Access at least 48 weeks of the year
- Access during evenings and Saturdays, as well as daytime hours
- Busy, central location
- Written agreements between both agencies responsible for the library (city and school district)
- Mutual commitment of the governing bodies to a combined program
- Joint problem solving
- A single library board, representative of both agencies, and responsible for the total library program

What problems need to be discussed and negotiated, and which written agreements and policies need to be established?

- Who is in charge in the library?
- Who selects personnel?
- Who determines staffing, the number of staff, the hours each person works?
- Which agency purchases materials for the various users of the library; for example, the school is responsible for selecting and ordering materials to support the school curriculum and for children in grades K-12. The public library purchases materials for preschool children and adults, and for the reference collection.
- What equipment is available for use by the school? By community members? Under what conditions?
- Who maintains (cleaning and repairs) the library? The furniture? The equipment? Does this vary during certain seasons of the year; for example, during school vacation?
- How are problems to be resolved?

Studies of combined community/school programs have been conducted in the United States, Canada, and Australia. The more successful programs had a single board responsible for the total library program, with representation from both the school and the community; and formal, written agreements about specific responsibilities had been developed. A few of these titles are listed in the bibliography at the end of the manual and others are listed in the *Alaska Library Network Catalog*. All are available on interlibrary loan.

City Office/Community Library

This arrangement has the advantages of combining the library with its administrative body. The disadvantages are usually those of inadequate spaces for various library services.

A library needs a quiet space where people can be undisturbed during audioconferences, studying and for programming, and it also needs the space for more noisy activities, such as children's programs, or programs for the entire community. Sometimes a room used for meetings of the city council is available for library programs on certain days of the week. To be satisfactory for library use, the doorways must be placed so that people are not walking through the multi-purpose room to reach the city offices.

Both agencies must be protected from loss or abuse of materials and equipment. It must be possible to close and lock doors to both the city offices and the library when either of the facilities is closed.

Noise control can also be a problem. Programs for preschool children need to take place in the daytime when city offices are busy, phones are ringing, typewriters clacking, and copy machines whirring. The building needs to be carefully designed for sound conditioning. The key element is planning for combined use of the building at the time it is being designed.

Community Center/Public Library

Having a number of services in a building can increase the use of the library. For example, people may use the library while clothes are washing in the Washeteria. Or when visiting the native council or city offices, residents may stop to get a book or a magazine.

The possible disadvantages are those of location, space, noise, and facility design.

GRANTS FOR CONSTRUCTION

State Funds

Alaska Statute 14.56 authorizes funding to assist municipalities in the construction of public libraries. This grant can be used to construct, furnish and equip a public library, but it cannot be used for the purchase of library materials. Certain remodeling projects may also qualify for a construction grant. In the case of a combined facility serving two or more public agencies, the grant can be used only for the public library portion of the building.

Communities with populations of less than 2,000 must match 10% of the grant. Cities with a population over 2,000 must provide 40% of the construction costs. This match can be "in kind," that is, land, labor, or materials. Most small cities use land as the matching portion of the grant.

Monies have not been allocated by the legislature for library construction in recent years. Contact the State Library for current information and application forms.

Construction grants can sometimes be requested through the Community and Regional Affairs Department as a legislative appropriation.

The Alaska Administrative Code provides further guidelines in 4 AAC 57.200-57.330. Among them are certain standards for a public library construction grant in 4 AAC 57.270. For example, a library serving an area with fewer than 400 people should have a floor area of at least 800 square feet. A library serving a population of 400-1,000 should have at least 1,200 square feet. For an estimated population of more than 1,000, the library should have at least 2,000 square feet or 0.7 square feet per capita, whichever is greater. In planning a new or remodeled facility, the population figures should be based on a 10 year projection.

A construction grant is funded in increments. For example, a percentage of the funds is granted after construction is underway. Progress reports are submitted at intervals, and funds are paid to the municipality in accordance with the grant agreement.

Ten percent of the grant is withheld until the construction project is completed and an audit presented.

Federal Funds

Federal funds for constructing libraries have been available since 1984. A construction grant under the Library Services and Construction Act (LSCA) Title II requires a local match of 67% regardless of the size or ethnic makeup of the population. .

Native villages which have received a Basic Grant under LSCA Title IV, for the improvement of public library services to native Americans, are eligible to apply for a Special Project Grant.

Special Project Grants can be used for construction. The grants are highly competitive, but several Alaskan tribes have received them. For current information contact a State Library representative.

FURNISHINGS AND EQUIPMENT

Probably the most satisfying task of a construction or remodeling project is the selection of furnishings and equipment. The task signals that there will be an end to the chaos of construction, and the selection of furniture and carpet have a great deal to do with the comfort and pleasure of people when in the library. The selection of equipment can determine the types of programs and services which the library can offer.

Color coordination of carpeting, furniture, shelving, and all sorts of items needs to be considered. Durability of the fabrics and equipment are extremely important. Once again, books are available on the topic.

Specifications for equipment and shelving need to be written, and *Library Technology Reports* can be helpful in that task. Contact the State Library for assistance.

LSCA Title IV funds can be used for purchase of furniture, equipment, and materials, as well as for construction. If in doubt, contact the State Library for assistance.

Suggested Furnishings, Equipment, and Supplies for Small Public Libraries

Shelving, single face, 78" H, adjustable, depths of 9" and 12" (bottom shelf) for adult books

Shelving, double face, 78" H, adjustable, depths of 9" and 12" (bottom shelf)

Shelving, magazine display, 78" H, slanted and flat shelves

Shelving, 42" H for picture books, either divider shelving or in bins (furniture)

Shelving, 50-60" H for juvenile books

Shelving or racks for paperbacks

Book ends (at least 1 per shelf)

End panels as desired

Check-out counter; with discharge/slipping unit with drawer

Chair, swivel, adjustable height (for circulation desk)

Cupboard unit, 3 shelves, hinged doors

Book return unit, interior with depressible book bin

Book return unit, exterior with depressible book bin

Atlas/dictionary stand

4-drawer (or more) card catalog for public catalog (unless automated catalog)

2-drawer (or more) card catalog for shelf list and outstanding orders

Library reading tables 29" high; 3' x 5'

6 to 9 side chairs, sled base, without arms

2 to 4 arm chairs, sled base

4 to 10 children's seating (cushions, bean bags, leisure seats)

??Folding chairs

Desk, office

Desk chair, swivel

Typewriter for library use, and one for public use

Typing table

Computer table/storage unit

2-drawer file cabinet, metal

4-drawer file cabinet, metal

Kik-step stool(s)

Book truck(s)

"Wet" carrel(s) (electrical outlet)

Microfiche reader, dual lens, 22-26X and 42-48X

Telefacsimile (FAX) machine

Photocopier (coin operated?)

TV monitor/player/recorder

TV utility table w/casters

Microcomputer and printer

16mm projector and take-up reels

Projection screen, portable

Sound filmstrip viewer/projector

Dust covers for projectors, computers, etc.

Cassette tape recorder-player w/earphones

Mobile projection cart

Slide projector

Record player

Overhead projector

Extra bulbs for all projectors and cleaning kits

Globe

Portable chalkboard

Video camera

AV locked storage cabinet

Vacuum Cleaner

Storage for special items—cassettes, filmstrips, kits, maps

Bulletin board, cork display unit or easel

Clock

Exhibit case, glass, lockable

SUPPLIES

Book cards and pockets

Card sorter

Charging trays

Charging tray guides

Date due slips

Date stamp

Interlibrary Loan forms

Magic mend adhesive

Mailing labels

Masking tape

Mending supplies

Microfiche tray with cover

Ownership stamp

Pencil sharpener

Periodical record file

Scissors

Stamp pad

Stapler, staples, staple remover

Storage boxes for periodical back files, government documents, etc.

Strapping tape

Waste baskets

Shelving

The choice of shelving is a decision which affects the appearance and efficiency of the library for years to come. While economy is necessary, the least expensive shelving is not usually the best decision. Quality is extremely important. Shelving manufacturers offer a wide range of choices in shelf heights, and fewer in shelf widths. Selections from any of the standard sizes will be less expensive than special orders. In some cases, special orders can double the cost of the shelving. A frequent design problem is placement of the windows 36" above the floor. The lowest standard library shelving is 42" high.

Steel shelving is recommended in the *Alaska Administrative Code*, 4 AAC 57.270, which concerns standards for library construction. Steel shelving is less expensive than wood shelving, it can be shipped flat, assembly is fairly simple, and it has a great degree of flexibility.

Factors to consider in selecting shelving are:

FLEXIBILITY

The capability of rearranging shelving sections in the library and of moving individual shelves allows the library to adjust to changing needs. Collections grow in size, change in formats (books on tape and videotapes, for example), and buildings can become crowded. A **shelving system** will provide the flexibility to change the room arrangement.

SHELVING SYSTEM

Standard components provide the economies of mass production and the flexibility of interchangeable parts. Bracket style, steel shelving systems have the most options. These options include:

- flat shelves; 8", 9", 10", 12", 16" depths
- slant shelves for display of periodicals
- hinged shelves for display of periodicals with flat storage beneath each shelf
- divider shelves for picture books, paperbacks, phonorecords
- newspaper racks within shelf units
- filmstrip trays
- sliding reference shelves
- work shelves
- open T-bar base or closed base

SHELVING TYPES

Case type shelving has closed sides, it is a bookcase. The shelves might be attached to the sides and the back, which makes them immovable. Or the shelf supports can be slots in the side panels, or pegs, or clips which fit into the side panels. Shelves with slotted side panels may bow outward in time, allowing the loaded shelves to drop.

Shelves supported with pegs or clips are movable but somewhat difficult to shift. Each shelf must be emptied in order to be moved. If clips support the shelves, there are usually four clips to remove and to reposition for each shelf. Sometimes it is necessary to use pliers to remove and replace the clips.

Bracket shelves are a type of steel shelving in which the shelves hook to the supporting vertical uprights. The loaded weight of books on the shelves increases the stability of the shelving units. Moving bracket shelves is easily done. Often an entire shelf can be unhooked, with the books still on the shelves, and moved to another location. Hand tools are not required in moving bracket shelves. End panels of wood or steel and tops can be attached if desired.

(See illustrations which follow)

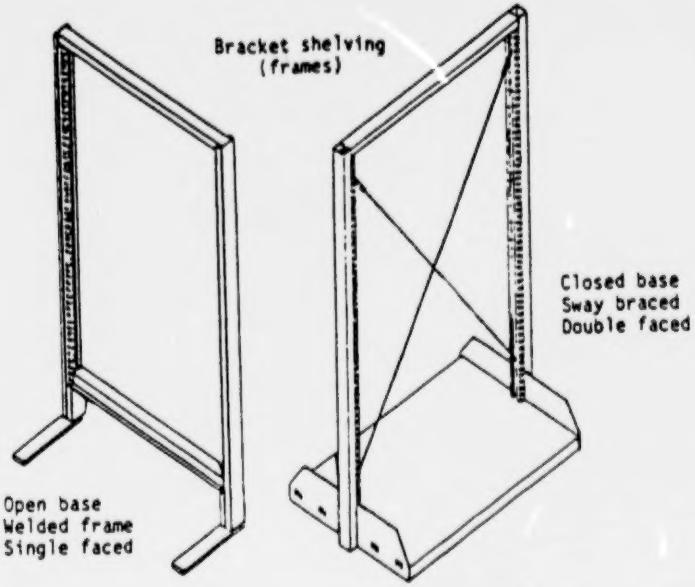
ADJUSTABLE SHELVES

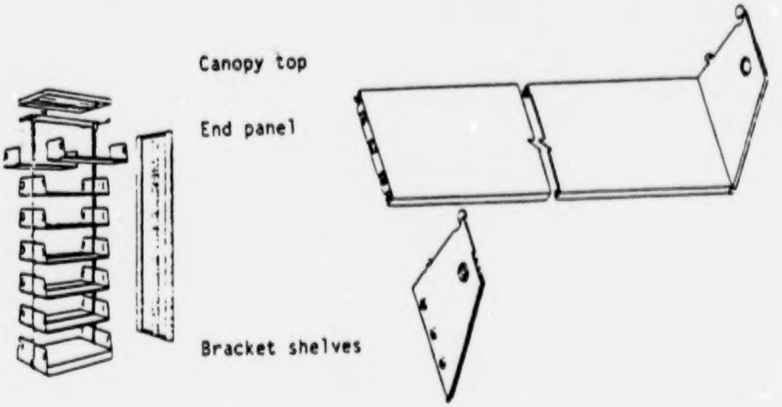
Because books are of varying heights, **it is not advisable to purchase shelving units with fixed shelves.** Reference, picture, and art books require more space between shelves than other subjects in the collection. Paperback books require less space. Having all shelving an equal distance apart, regardless of the average size of the books, will require more lineal feet of shelving, more shelf units, and, therefore, more floor space.

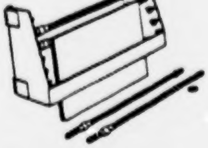
STABILITY

Some shelving requires sway bracing, either by use of solid backs or by threaded rods and turnbuckles which are attached diagonally from one corner to another. It is also possible to use an overhead bracing across aisles of shelving.

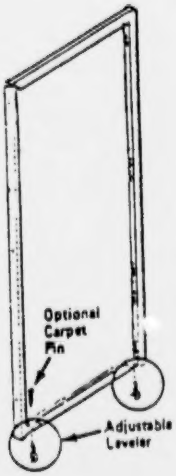
Shelving systems of welded steel frames are quite stable and may not require sway bracing. If shelving must be bolted to the wall or floor for stability, the ability to move shelf units easily will be lost. The taller the shelf units, the more likely bolting will be required, but not all shelving systems require anchoring to a surface. Double faced shelving is more stable than single face shelving.


Bracket shelving
(frames)
Closed base
Sway braced
Double faced
Open base
Welded frame
Single faced


Canopy top
End panel
Bracket shelves



Newspaper rack


Optional
Carpet
Pin
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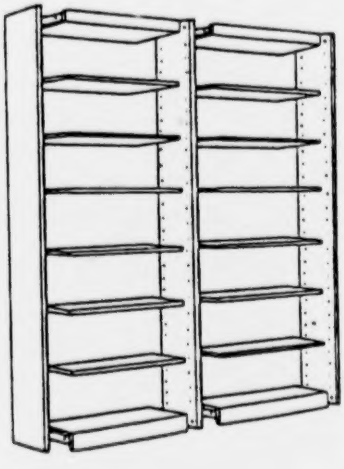
Leveler



Case shelving

LEVELERS OR CARPET PINS

Floors may not be perfectly level. Adjustable levelers increase the stability of shelving units. Carpet pins extend through the carpet to the solid floor for leveling the shelving units. The carpet pile is not crushed, an important factor when shelving is moved.

INSTALLATION AND ASSEMBLY

The manhours required for installation and the skill level required of the workers is a factor in selection. As an example, welded metal shelving systems are simple to install, while those needing sway bracing require more skilled labor and more manhours.

Wood has a pleasant texture and color. Wood shelving units can have fixed or movable shelves, but wooden shelving is not as functional because the shelves are not as easily moved as bracket shelves, nor as interchangeable. Assembly can be more complicated or require special tools. Sagging of shelves because of weight of the books can be another problem, particularly if shelving is wider than the standard 36" width. Bracing or anchoring shelving is necessary if the shelves are only sides and shelves; no backs to the units.

SHELF LOAD

Whether metal or wood, shelves should support a load of 40 to 50 pounds per square foot.

SHELF WIDTHS, HEIGHTS, AND DEPTHS

The **width of a shelving unit** is a major consideration in selecting shelving. The standard width of library shelving is 36" on center. Longer shelves have a tendency to sag and require heavier structural elements to support the weight. One shelf width used consistently throughout the library will give the greatest flexibility.

Many choices are offered in the **height** of shelving units and in the **depth** of individual shelves. Standard steel shelving is available in depths of 8 to 12 inches. Most books, including encyclopedias, will fit on a shelf 9" deep.

Analysis of library shelving requirements has shown that **95-97% of the book collection will fit on shelves 9" deep**. Shelves of 12" depth will house the remainder, with few exceptions.

Many choices exist in **shelving heights**. The lowest standard height is 42", and the tallest is 90 to 94 inches tall. Reaching the top shelves is difficult if the shelf units are taller than 84 inches. Remember, the cost of shelving will be lower if the manufacturer's standard heights can be used.

SHELF CAPACITY

For efficiency, in a new building shelves should be planned to be only 2/3 to 3/4 full so that books may be reshelved easily and new titles inserted. The following is an estimate of the number of volumes which can be shelved per lineal foot of shelf space.

Number of books per lineal foot

Type of Book	Per Foot of Shelf
Picture books	19
Childrens' books	10 to 12
Adult fiction	8
Adult nonfiction	6
Reference	6

Picture books tend to be thin, tall, and light in weight. Because there is not enough weight on the book supports (book ends), the supports have a tendency to slide, allowing the books to fall. Either divider shelving or browsing units with bins can be good choices for the picture book collection.

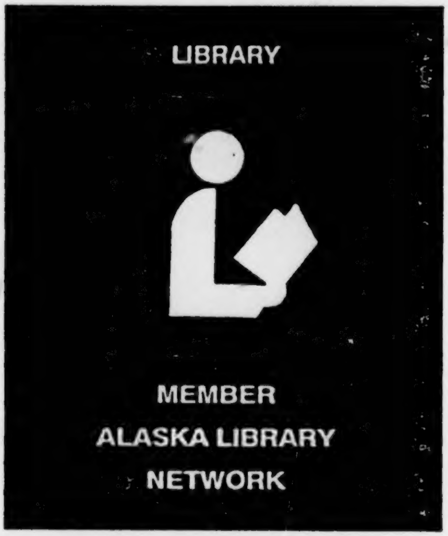
The height of most fiction books, other than picture books, is generally less than that of nonfiction. Most fiction can be shelved upright if 9"-10" is provided between shelves. For nonfiction, reference, and picture books, 11"-12" between shelves will allow most books to stand upright. Paperbacks require only about 8" between shelves.

One or more units of shelves, 12" in depth, and with greater distance between shelves, will be required for oversized books.

A SIGN SYSTEM

Where is the library? Where do I find the reference books? The Alaska books? The restroom? These are examples of questions by library users which can be answered with signs, or at least partially answered.

Signs are available for Alaskan libraries, suitable to be placed on the exterior of the building. These blue signs use the national library symbol and mention the library is part of the Alaska Library Network. These signs are available free from the Fairbanks North Star Borough Library. A library on a street corner may wish to have more than one sign so that it is visible from more than one direction.



The American Library Association has published an excellent manual which "presents a uniform style of signals for public and other libraries and briefly describes the process of sign preparation.[4] The manual includes a number of common graphic symbols: rest rooms, public telephone, fire extinguisher, coat room; handicapped entry, parking, rest rooms; conference room, and bicycle parking. Information is given about construction, recommended height to post signs, etc.

Planning Signage

Signs should be planned. A sign system is one where the planning includes consideration of the number of signs needed, their location, their size and design, and their color. A zoo may try to collect examples of each different type of animal, but a library does not want every sign to be a different type or a different color. The result is clutter and confusion.

Too many signs are as much a problem as too few. Signs should be needed, attractive, legible, and well located. If several signs are needed, perhaps some of them can be grouped, or perhaps more than one message can be included in one larger sign.

Signs help people to help themselves, to build their independence as library users. Few of us want to reveal our ignorance, so good signs are good public relations.

Signs help to establish the image of the library, as well as to provide information.

Signs have different purposes:

- **Identification:** The library, children's books, Alaska books, reference, rest room, etc.
- **Direction**: To parking, or to the handicapped ramp, location of the telephone
- **Instruction**: Traffic rules (STOP), how to use the microfiche reader or a periodical index, rules about use of the microcomputer
- **Information**: Hours open, story hour time

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[4] Mallery, Mary S. and Ralph E. DeVore. A Sign System for Libraries (American Library Association, 1982) v.

SEVERAL FACTORS IMPORTANT TO GOOD SIGNAGE:

1. **Location** - Place signs where they are visible and at a height where they can be seen and attract attention. A sign placed so low that it is hidden when someone stands in front of it isn't particularly useful.
2. **Message** - Keep it short, use terms that most people will understand and be positive. Try "Smoking Outside Only " or "Smoking Permitted in the Entry" instead of "No Smoking."
3. **Symbols** - Use symbols if they are simple, effective and easily understood. There are no language barriers to understanding when a good symbol is used. Examples: An arrow instead of "east" or "west," the familiar symbols for men and women which appear on rest room doors, and the national symbol for a library.
4. **Lettering** - The letters of the alphabet can vary from short to tall and in thickness. The letters need to be in proportion of width (thickness) to height for ease in reading. Make sure the words are of a size and shape to be legible from the distance you want the sign to be read.
5. **Color** - Color combinations and contrast effect readability. The following list from *Sign Systems in Libraries* are the most visible color combinations, with 1 being the most visible:
    1. Black on yellow
    2. Black on white
    3. Yellow on black
    4. White on blue
    5. Yellow on blue
    6. Green on white
    7. Blue on yellow
    8. White on green
6. **Space** - The amount of space between letters and between words also affects readability. Blank, empty space around the edges of the lettering allows the background color to frame the message. This helps to attract attention and to improve readability.
7. **Durability** - Exterior signs should be painted or carved, or treated in some fashion, to withstand the weather.

Even without an artist's hand, neat, legible interior signs can be prepared by unskilled people. Library and office supply firms sell several products for sign making: pressure sensitive letters, gummed letters, lettering kits and sign machines. The budget determines the choice.

Chapter III

Administering The Library

Administering the Library

A substantial number of books have been written about library administration. The information included here is minimal so consider this a Band-Aid for a newly appointed librarian in a small library.

First of all, let's place libraries in the philosophical context of a democratic society. A fair number of state laws and constitutions have placed libraries as part of the state's educational system. That does not mean that all State Libraries are part of the Department of Education as in Alaska, but that libraries are considered one of the instruments of education. It is on this basis that public libraries receive public funding.

"... Nothing but poverty can make it proper for any school district to deprive itself of the valuable aid of libraries, which enlarge and supplement the work of the teacher and educate people of all ages as no other instrumentalities can..." Michigan 1877

"...The educational influence of great libraries has been recognized by all civilized people in all ages. They have been the refuge and preserves of knowledge in the darkest time of ignorance..." Pennsylvania 1878

"It is well said by the senior counsel of the defendants that such a library, beyond dispute, is a great public blessing to all within its range, rich and poor alike:...it is preeminently an educational institution, because its benefits will extend to a larger body of people than can be reached by any college or other school of learning." Illinois 1893

"...It may with propriety be said that a law providing for the organization and maintenance of public libraries is a part of the educational system of the state, and..." Indiana 1906

"The legal status of a public library is pretty well defined by the decisions of the courts of this country. Indeed it would seem that little doubt should be entertained regarding the educational character of such institutions. On no other theory can a tax levy in their support be sustained. The national bureau of education at Washington has always taken the position that public libraries are institutions of learning...Of course it is not a school in the narrow sense of the word, but a tax for the organization and maintenance of public libraries, as a part of the educational system of the state, has been sustained without question..." Iowa 1909

"...is held that libraries are a factor of civilization, a valuable instrumentality in education, that they enlarge and supplement the work of schools, are within the proper range of school apparatus, and free public libraries are supplemental to, and a part of, the educational system of the state..." Michigan 1912

"...[The public library] provides for the youth a medium for extracurricular research to supplement the basic principles taught in the classroom; it provides a facility for those to continue their education who, perforce, have abandoned attendance upon the public schools; and it is an institution which permits the adult, even though he may have completed the highest prescribed course of education, to continue his studies and improve his culture... The institution which affords this opportunity is educational in its every aspect..." Kentucky 1945

"It is hereby declared to be the policy of the state to promote the establishment and development of free public libraries and to accept the obligation of their support by the state and its subdivisions and municipalities in such manner as may be provided by law..." Missouri Constitution 1945

"We noted that a public library is an educational institution and 'that education is a function of government. Such function or duty is not regarded as a local matter, but as a state governmental duty..." Kentucky 1971[1]

"...The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and **may provide for other public educational institutions...**" Alaska Constitution 1959

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[1] Ladenson, Alex. "Is the library an educational institution?" *Wilson Library Bulletin*, 51:7, March 1977, 576-581. Excerpted by permission.

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GOVERNMENTAL STRUCTURE

The courts agree that public libraries are educational institutions and a function of government. It is necessary, therefore, to have a basic understanding of the state's governmental structure and its political subdivisions. Many laws governing state agencies are also apply to the state's political subdivisions (cities and boroughs). The powers and duties of these political subdivisions are established in the Constitution and in the Statutes.

Units of Local Government

The Alaska Constitution recognizes only cities and boroughs as local government units with authority to levy taxes. The statutes establish home rule government, which are permitted to exercise all legislative powers not specifically prohibited by law or charter and five classes of municipalities (cities and boroughs).[2] The classes of municipalities are first, second, and third class boroughs, and first and second class cities. The state's fifteen organized boroughs cover about one-third of the land mass of the state. The remaining area is considered a single "unorganized borough." The Constitution and statutes establish standards that are applied to the formation of governmental units, which include population, geography, economy, transportation, and other factors.[3]

Cities and boroughs, as legal entities, are incorporated under the laws of Alaska to perform both regulatory (establish ordinances or laws) concerning police, zoning, animal control, etc. and proprietary (meaning owned exclusively by the local government), which includes such functions as water, sewer, airport, etc. Mandated (required or ordered) area-wide powers of first and second class boroughs are: (1) education, (2) planning/platting/zoning; and (3) tax assessment and collection.[4]

The difference between first and second class boroughs is whether an ordinance or a referendum is required to assume additional area-wide powers. Boroughs may provide additional services on an area-wide basis, a non area-wide basis (outside cities), and/or a service area basis. A third class borough, of which Alaska has only one, is mandated to assume only two area-wide powers: education and taxation. It can create service areas, but it cannot assume any other area-wide or non area-wide powers.[5]

Municipal Government

Cities can be first class cities, second class cities, or a home rule municipality. First and second class cities are incorporated by petitioning the Department of Community and Regional Affairs. A first class city must have a population of 400 or more permanent residents, plus other requirements. A second class city must meet all the requirements of a first class city except population size.

Cities have governmental powers (financial, administrative, and legal) to provide public facilities and services (which include the establishment and support of a public library) and regulatory powers.

The Alaska State Library

The State Library is part of the Department of Education. It has certain responsibilities, established in statute, to serve state government, to promote and improve library services statewide, to offer consultant services on library matters, to provide grants to libraries, to establish a system of depository libraries for the distribution of state publications so that the documents will be readily available to citizens, plus other duties. The statutes and the rules and regulations (*Alaska Administrative Code*) which implement the laws are included in the appendix for this chapter.

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[2] *The Alaska Blue Book* (Department of Education, Division of State Libraries, Archives & Museums, 1991-92) 178.

[3] Ibid 179.

[4] Ibid 180.

[5] Ibid 180.

State Libraries are often the intermediate contact between the federal government and local libraries. The State Library administers and monitors some of the federal grants.

To be eligible to receive public funds, the public library must be a legal entity, either as part of local government or as a nonprofit corporation. The governing body of the library is the city or borough, or the library board. Library boards can be policy making or advisory.

THE LIBRARY BOARD

Information about library boards and their responsibilities was included in chapter I, "Establishing the Library."

The bylaws of the Board should state the **minimum number of meetings to be held annually.** Usually this minimum number is fewer than are necessary to maintain good communication. The Board can meet more times per year than the minimum number stated in the bylaws, but it should not meet fewer times.

If the City Council serves as the library board, not all of the information below will apply. The librarian will make reports to the Council in the same fashion as other city department heads. If the librarian reports to a city manager, they will jointly decide the information to be presented to the council.

BOARD MEETINGS

It is the responsibility of the **librarian** to prepare an agenda for a meeting of the Library Board and to review it with the **Board Chairman** prior to the meeting. An agenda is a listing of the topics the board is to discuss, listed in the order or sequence that the topics will be addressed by the board. The Board Chairman conducts the meeting. The librarian is not a member of the Library Board, but often serves as secretary to the board.

Every meeting should have a printed **agenda**. Discussion on the agenda items should follow in the sequence written unless the board agrees to a change. It is a local decision whether the agenda needs to be mailed to board members in advance of the meeting.

Anyone making a presentation during the meeting should be notified in advance of the meeting in order to be properly prepared. If there is to be a committee report, the chairman of the committee should be notified in advance and informed as to the time on the agenda when the report is to be given.

Certain topics should appear on every agenda:

Call to order

Roll call

Minutes of the previous meeting

Reports: Financial report

Librarian's report and statistics

Committee reports

Unfinished business

New business

Adjournment

Copies of the **minutes** of the previous meeting should be prepared for **each** board member.

The **financial report** should have information about the budgeted amounts for various categories of the budget and the expenditures to date during the fiscal year. Some boards want a comparison of expenditures month by month to those of the previous year.

The **librarian's report** should contain information about any special activities or programs which have taken place in the library and present a statistical report. Reports to the Board are a demonstration of accountability and a public relations activity.

At times there may be requests by the librarian for permission to undertake a new activity, or to revise a budget allocation, or for assistance in a survey, etc. If the librarian reports as a city department head, these requests would likely follow the library report before the agenda moves to another city department.

If the Library Board is a policy-making board, such requests would be presented under "New Business." If the request or suggestion had been made at a previous meeting, then, depending on the action taken, it might be brought up as a committee report or under "Unfinished Business."

Minutes of the Library Board meetings are public records and should be retained permanently.

Materials for board members should be filed in loose leaf notebooks; one for each board member. They are usually 3-ring binders with dividers and are retained in the library. Before each meeting the materials are filed in the notebooks to facilitate efficient handling of the meeting. Usually the first item in the notebook is the agenda for the current meeting. The sequence in a notebook for a board member might be as follows:

- Agenda
- List of board members, officers, addresses, phone numbers
- Minutes of the previous meetings (usually only for the previous 12 months, and usually inserted with the most recent minutes on top, oldest minutes on the bottom)
- Financial report
- Librarian's report
- Committee reports (only if to be presented at the meeting)
- Bylaws of the Board
- Legal status (copy of the library ordinance or the incorporation papers if the library is a nonprofit corporation)

Other sections can be included, if desired. For example, some libraries may want to include Annual Reports as a section because the report summarizes an entire year's activities.

FUNDING

A good public library can be developed only if there is an adequate and stable source of funds. Funds come from various sources:

- **Local funds** are obtained through:
    1. City or Borough government from taxes, revenue sharing, or allocation
    2. Monetary gifts and donations, or fund raising by the library, its board, or Friends of the Library group. The amount of money a library receives from these sources can vary widely from year to year so a library should not plan on these monies for operations. The funds can be used for special needs or projects, or unanticipated expenses.

- **State funds** are provided through grants, which will be discussed in more detail.

- **Federal** grants are available, some on an annual basis, others occasionally. Most of the grants for public libraries are under the Library Services and Construction Act (LSCA). Each title has a different purpose, and Congress amends the Act at times to change priorities or to add new programs. A summary of the titles in law in 1991 is included in the appendix for this chapter. The State Library maintains contact with offices in Washington, D.C. When grant funds are available for library purposes, the State Library staff notifies groups and institutions eligible for federal funds.

- **Private foundations** can be a source of grants, but funds are usually given to large institutions for special projects. Private foundations generally are reluctant to fund operational costs of publicly supported institutions. Special projects might be funded. Be aware that these grants are likely to be highly competitive, so the library usually needs an unusual or innovative idea. And the request needs to be well written and follow certain guidelines.

• **Businesses** sometimes provide grants to libraries in the locality of the business, on the basis that their employees are receiving benefits from the programs and services of the library.

State Grants

The grant programs available through the Alaska State Library are for:

1. **Constructing and equipping libraries** (see chapter II)
2. **Institutional Services Grants**

Institutional Services Grants are provided to public libraries to serve state-supported institutions within or near their municipality. Funds are allocated based on the size of the resident population in **state** supported Correction Centers, Pioneer Homes and juvenile homes.

3. **Library Assistance Grants**

Two types of Library Assistance Grants are available:

• **Interlibrary Cooperation Grants**

Interlibrary Cooperation Grants must benefit two or more different **types** of libraries. Priority has been given to projects that promote resource sharing; for example, entering holdings into the WLN database. The database is the source of the ***Alaska Library Network Catalog***, which provides information to support Interlibrary Loan. Grants have also been given for shared circulation systems and for shared public access catalogs when materials from any of the libraries are available to all residents.

The grants have also supported statewide or regional programs, such as "Dial an Author" and toll-free reference service for small libraries.

Most of the funded projects have had statewide impact. Generally it has been the libraries with professional staff which have undertaken projects funded by Interlibrary Cooperation Grants.

The Alaska Library Association (AkLA) has undertaken several projects concerned with continuing education, collection development, library promotion , and more recently, the development of "Public Library Guidelines."

• **Public Library Assistance Grants**

A Public Library Assistance Grant may be used for general library operations such as salaries, utilities, purchasing materials and equipment, travel for continuing education, postage, telephone, etc. To be eligible to receive grant funds the library must meet certain minimum requirements:

1. It must be a legally established entity, either by ordinance or as a registered nonprofit corporation.
2. It must be open to the public at least 10 hours per week for 48 weeks of the year.
3. The services of the library must be free; there can be no fees or admission charges to use the library.
4. State funds must not replace local funds.
5. Certain forms must be submitted to the State Library by dates specified in the *Alaska Administrative Code*, 4 AAC 57.050—900.

(The statute, and the rules and regulations published in the administrative code, are included in the appendix.)

Basic Grant

A public library meeting the minimum requirements is eligible to receive a Basic Grant of $5,000.

The Basic Grant is mailed in two increments. The first check is for one-fourth of the Basic Grant amount and is mailed after July 1, the beginning of the state's fiscal year. The remainder of the Basic Grant is released when the Final Report and the Annual Report (due September 1) are submitted to the State Library and approved.

Matching Grants

If the local government or nonprofit corporation provides funds to the library, up to another $5,000 is available on a dollar-for-dollar match. The local funds can be in any dollar amount, from less than $100 to several hundred thousand dollars. The maximum amount of the Public Library Assistance grant is $10,000; $5,000 as a Basic Grant plus $5,000 Matching Grant. For a public library to receive the maximum grant, the community must expend at least $5,000 in local funds. The Matching Grant is distributed after receipt of satisfactory and accurate Annual and Final Reports. Any errors or discrepancies must be corrected before the matching funds are authorized for distribution.

If insufficient funds are allocated by the legislature for the grant program, then matching funds are prorated, that is, reduced in amount, usually by a percentage. All libraries, regardless of size, receive the same Basic Grant of $5,000. If the Matching Grant must be prorated, all libraries receive the same percentage of reduction in the Matching Grant.

Application — Public Library Assistance Grant

Grant application forms are mailed from the State Library in Juneau to all public libraries. The application requires a plan for the library expenditures. The plan must lists the needs, goals, objectives, and activities; plus the budget for the following year.

Two signatures are required on the form. Usually it is signed by the librarian or the library aide proposing the plan. The other signature must be a representative of the legal entity responsible for the library (the city or borough, or the nonprofit corporation). This can be the mayor or the chairman of the Library Board.

BUDGET

At times it is necessary to revise the budget. Certain guidelines apply:

1. A revised budget must be submitted to the State Library for approval if the amount of the budget change exceeds 10% of any line item, unless the amount is less than $50.
2. The funds must be spent for library purposes only; they cannot be transferred to another city department.

It is important that the library expend funds throughout the year and order materials on a regular basis. State funds must be expended by the end of the fiscal year (June 30).

ENCUMBRANCES

When materials and equipment are ordered, an **encumbrance or claim is placed on the budget** to cover the cost of the items. Payment is made when the items arrive and the library has received an invoice. Sometimes materials and equipment have been ordered but have not arrived by the end of the fiscal year. The state allows a few months for orders for books, periodicals, or equipment to arrive, but the account cannot be held open longer than a few months. The amount encumbered at the end of the fiscal year should be a small portion of the budget.

Money cannot be encumbered or carried over into the next fiscal year for purposes of travel, communications, salaries, etc. If money is not spent in a timely fashion, the city or borough is required to return the money to the state.

Spending the library budget on a regular schedule throughout the year is good management practice. Decisions can be made with care so that the money is spent wisely. Waiting until the end of the year may force hasty decisions which are not in the best interest of the library. Failure to completely expend the budget can indicate that the library does not need the amount of funds the City Council or the Borough Assembly budgeted for its operations.

An example of a completed Public Library Assistance Grant is included in the appendix for this chapter.

STATISTICS

A collection of numerical data is called statistics, and all libraries need to establish procedures to collect certain types of statistics. Statistics are a form of accountability. They can prove whether something was done. Statistics can be used to evaluate the effectiveness of a library service, program, or function.

Input and Output Statistics

In the past libraries have collected **"input" statistics,** that is, the amount of money the library receives, the number of staff members employed, the number of books in the library collection, etc. None of these measured how well the library performed its responsibilities to the community.

More recently the trend has been to gather **"output" statistics**. Here the measurement is of the productivity of the library staff and the contribution the library makes to the community; for example, the use of the materials, the programs provided to the community, the number of items circulated per resident or per hour. Using output statistics, we are trying to measure the effectiveness of the library in providing services to the community.

All libraries should collect certain statistics, such as the number of volumes or titles the library owns, the number of items added and withdrawn each year, the number of periodical subscriptions, and the number of circulations and interlibrary loans. Reports required by state and federal governments ask for these statistics. The Annual Report which is sent to the State Library is a good place to begin the determination of which statistics the library must gather.

Sampling

Some statistics must be kept every day. Other statistics can be gathered by a process called **"sampling."** To sample is to take a typical time period in which to do the counting. Instead of counting every day or every week, you select a representative week or two weeks out of the year and make the count. Then you multiply the figures by the number of weeks the library is open to obtain the figures for the year.

A **typical week** does not include a holiday or local festival. The American Library Association recommends that a week be selected from either the months of October or April. These two months are considered as "typical" in the Lower 48 based on librarians' experience and by examination of monthly statistics. However, if April is the month that the Whale Festival or an Elders' Conference might be held, it may not be a typical week for your library. Or if use of the library usually drops off in October because of hunting season, that month may not be a good time to collect statistics in Alaska. Use judgement in selecting the typical weeks for your library.

Sampling is rather like tasting a spoonful from the pot of stew to see if it needs seasonings. From a small amount you can determine the characteristics of the entire amount.

Statistics other than those **required** to be reported may be useful for they can be an aid in decision making and in interpreting library use. For example, if your circulation figures show that the 500s, or science books, get more use in your library than any other part of the collection, you may want to buy more books in the sciences.

If you are considering gathering statistics that are **not** required, make sure that the time needed to collect the statistics will be worth the usefulness of the information.

ANNUAL REPORT AND FINAL REPORT

Annual Report and Final Report forms are distributed by the State Library. The completed forms are to be returned to the State Library by September 1. (4 AAC 57.086)

Final Report

The Final Report is a summary of the Public Library Assistance Grant. Were funds expended as proposed? What was accomplished with the grant? Were needs met? Were there problems with the plan as proposed? If libraries share their problems as well as their successes, this information can assist other libraries.

Annual Report

The Annual Report form of the State Library requires statistics about staffing, salaries, sources of income, expenditures for operating the library (salaries, purchase of library materials, utilities, furnishings and equipment, travel, supplies, services, etc.), collection size; plus output measures of hours, circulation, interlibrary loans, and programs. Most of these statistics are required by the federal government, which relies on the State Libraries to do the data collection. Of course the statistics are useful at the state level too. Questions come to the State Library from legislators, individuals, and other state libraries, and state and federal agencies about library use, income, and expenditures.

LIBRARY COLLECTION

In addition to the total number of items in different formats which the library owns, the government wants to know how many were **added** and **withdrawn** during the year.

Collection statistics should be recorded each time an item is added or withdrawn from the collection. In a small library this can be done by making tally marks (𝍸) on a form or by recording numbers (1,5,3). The advantage of using tally marks is the ease of calculating the month's totals.

You will need to have separate forms for "Added" and "Withdrawn" statistics. Sample forms are included at the end of this chapter, and there are others in the books of standard forms. See the bibliography at the end of the manual for titles.

If statistics of the collection have not been kept in the past, it may be necessary to do an inventory to obtain an accurate count of the number of items in the collection. If an inventory is not feasible, it is possible to get an **estimate** of the number of items in the library **if there is an accurate shelf list.**

USING THE SHELF LIST TO DETERMINE COLLECTION SIZE

To make an estimate, press the shelf list cards together very firmly and measure with a ruler. One inch of cards equals approximately 100 titles. You then measure the total number of inches of shelf list cards and multiply it by 100. So the formula is:

(number of inches X 100 = (number of
of shelf list cards) items in the
collection)

A more accurate method requires a procedure similar to the above, but you actually count the number of cards in an inch, and repeat this several times. To do this:

1. **Press** tightly together the cards in a drawer of the shelf list.
2. **Measure** one inch of cards.
3. **Count** the actual number of cards in that inch.
4. **Repeat** that procedure several times in different parts of the shelf list.

(Note: This is a sampling technique)

5. **Average** the results of the various numbers of cards in an inch by:
    a) **Adding the total number of cards you counted.**
    b) **Dividing by the number of times you measured an inch of cards** (which you then counted). You may have an answer such as 832 cards total, divided by 8, which equals 104 shelf list cards per inch.
6. **Measure** the entire shelf list in inches.
7. **Multiply** the number of inches in the shelf list times the average number of cards in an inch.

If you find there are 72" of cards in the entire shelf list, then using the result in "5b" above (104 cards) you would multiply 72 X 104 = 7488 items in the collection. The formula is:

(# of inches in the shelf list) X (# of cards) = # of items in the collection

See the pages at the end of this chapter for examples of collection statistics forms.

Library Service Measures

The following statistics can be acquired by "**sampling**." Select a typical week for your library, the week most like all the other weeks in the year. Make your counts during that week, then multiply the number by the number of weeks the library is open during the year.

Annual attendance in the library

In-library use of library materials —This includes books and magazines that have been left on tables. The materials have been used in the library, rather than having been checked out.

Annual reference questions asked—The number of questions asked which are expected to be answered by using library materials.

CIRCULATION STATISTICS

Circulation is the number of items checked out of the library. These statistics need to be recorded every day the library is open. A library can develop its own form or use a published one. An example of a locally developed form follows. Others are shown in the books listed in the section "Standard Forms" in this chapter.

The example of a Circulation Statistics form groups items in rather broad categories, that is:

- non-fiction
- fiction by reading level (adult, juvenile, easy reading)
- paperbacks
- periodicals
- audiocassettes and phonorecordings
- videocassettes and films
- interlibrary loans
- other (puzzles, patterns, kits, filmstrips, etc.)

Sometimes more detailed statistics can be useful; for example, by classification number of the nonfiction. This information can be helpful to the librarian in identifying which subject areas in the collection are getting the most use. For example, you could sample circulation by the Dewey hundreds (100s, 200s, 300s, 400s, etc.). If the count shows that the 700s and the 900s account for more circulation than other parts of the nonfiction collection, you could order more books in those subject areas of the collection.

Another library might have purchased videocassettes or joined a video circuit. That library would want to keep statistics of the video circulation in order to document the use of this new service. Statistics which group both films and videos in the same column might not give the information specific enough to be of use.

Detailed statistics can be taken by the sampling method for a short period of time. Or the information might be so important for budgeting or programming reasons that the statistics must be gathered daily. Forms can be designed to meet the needs of each individual library.

Monthly Circulation Statistics Sheet

Month ____________________ 19 ____

	Non-Fiction	Adult Fiction	Juvenile Fiction	Easy Books	Paper-backs	Period.	Audio Phono	Video	Other	Interlibrary Loan Borrow	Interlibrary Loan Loan	Total
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												
26												
27												
28												
29												
30												
31												
Total												

Resource Sharing

Resources sharing can be the loaning and borrowing of library materials from one library to users of another library; that is interlibrary loan; or it can be reciprocal borrowing agreements. In a reciprocal borrowing agreement the collection of the library is open to the users of another library; for example, the materials in a university or school library can be borrowed in person by the those who are not students. It can also be the asking and answering of questions from one library to another library or agency because a library doesn't have the materials to answer a question. Or it can be the referral of a library user to another agency to obtain the needed information.

Interlibrary loans are books or magazine articles borrowed from, or loaned to, another library.

Reference referral is to ask an informational question of another library, office, or agency when the library does not have the resources to answer the patron's request. It works in the reverse too—it can be answering a question from another library. Or it can be sending someone to another library or another office. For example; in a small community there may not be any need to duplicate certain expensive resources, such as the *Alaska Statutes*. Instead, the library staff should know which agency in the community has that title. The library user would be referred to the agency which owns the statutes, probably the City Office or the Legislative Affairs Office to use the volumes.

Another example of a referral is a student sent to the public library to get information that was not available in the school library. In this case the student was referred to the public library.

Programs Offered

The number of programs sponsored by the library and the attendance are important statistics because they give an indication of the services of the library and the amount of participation by the community in library activities. To be counted, the programs need not take place in the library, but the library must be the sponsor or the library staff must present the program. An example of a program attendance form is included with the sample forms chapter VII, "Programming."

Questions about the forms or the grants can be directed to the Regional Coordinators of the State Library staff, or to the State Library in Juneau.

CONTINUING EDUCATION AND INSERVICE TRAINING

The development and improvement of job skills for one's self and for other staff members is a characteristic of a good manager.

Continuing education is a planned learning experience undertaken by an individual for the improvement of both personal and job skills. Continuing education is for self development and usually has positive benefits for the library. It includes both formal and informal learning situations and need not be limited to library subjects. For example, training in bookkeeping or accounting might be useful for the librarian, as might workshops or seminars on interpersonal skills and multi-cultural relations.

Inservice training is a planned training program which begins after hiring. Its purpose is to improve the effectiveness of an employee in her/his job assignments or to prepare an employee for promotion. It serves the interests of the employing agency.

Opportunities to improve job skills are available from several sources in Alaska:

1. **Formal courses** which may be offered through one of the universities in Fairbanks, Anchorage, or Juneau, or through the Rural Education Department to sites throughout Alaska. Travel is not usually a requirement for students enrolled in classes taught through Rural Education. The audioconferencing network is used for class discussions, lectures and the like.

2. **Workshops** and **seminars** sponsored by library organizations (Alaska Association of School Librarians (AASL), Alaska Library Association (AkLA), Special Libraries Roundtable) or by other agencies.

3. **Conferences** sponsored by professional associations such as the Alaska Library Association (AkLA), and the Pacific Northwest Library Association (PNLA), which offer programs for continuing education or for improving job skills.

ALN Continuing Library Education Program

Quality of the learning experience is important. The Alaska Library Association (AkLA) and the Alaska State Library work together to ensure coordination of long range planning for continuing education and training and for quality control. Coordination of continuing education is undertaken by the Alaska State Library. The Continuing Education Committee of AkLA assists in identifying needs, evaluation for quality control, communication, etc.

The ALN Continuing Library Education program is a participant in the national ACT (American College Testing) Registry. This allows the granting of **Continuing Education Units** (CEUs) to participants in approved learning activities. CEUs are similar to college credits, and many professions require a certain number of college credits or CEUs to maintain certification. One CEU can be earned for each 10 contact hours of participation in an approved learning activity. CEUs can be earned through participation in workshops or seminars when college credits are not available.

The advantage of participating in the ACT Registry is that it maintains records of successful completion of learning activities for individuals. Transcripts are available to students for a nominal fee, just as they are from colleges and universities.

Professional Associations

Professional associations provide a variety of means to maintain and improve skills, and to become acquainted with library issues. The person in charge of the library should become a member of AkLA, and many of Alaska's libraries pay the membership fees for the library board members to become AkLA members. As members they receive the publications and reduced fees to attend the annual conference, which always includes some programming of particular interest to board members.

Both the Alaska Library Association and the Alaska Association of School Librarians sponsor workshops and publish newsletters to keep members up to date about developments in libraries.

In Alaska, the library related organizations are:

- **Alaska Library Association** (AkLA)

  Sourdough and *Newspoke* are the official publications

- **Alaska Association of School Librarians** (AASL)—*Puffin* is its publication.

Round Tables are subgroups of AkLA, by type of library (public, school, academic, and special) and by library function (collection development, technology, etc.).

AkLA "chapters" are organized in various cities and areas (Anchorage, Fairbanks, Juneau, Kenai, Ketchikan, Kodiak, Mat Su, Sitka, and the newest chapter, The Far Side, which includes the coastal region from Barrow to Unalakleet).

AkLA allows "mini-chapters" in communities with too few library staff to support a chapter

Other national or regional professional organizations are:

- **Pacific Northwest Library Association** PNLA)—*PNLA Quarterly* is the official publication
- **American Library Association** (ALA)—*American Libraries* is one of its publications
- **Public Library Association** (PLA)—*Public Libraries* is its publication

These publications contain articles and news about libraries and their services. Some offer program ideas, announcements of grant deadlines, reviews of materials, and other information. ALA has an active publication program. Several of its divisions publish periodicals and/or monographs which can be purchased by non-members.

Annual conferences with workshops, concurrent sessions, and exhibits are sponsored by AkLA, PNLA, and ALA. AkLA's conference locations rotate among Anchorage, Fairbanks, and Juneau, and every fourth year in a smaller community. The PNLA conferences rotate among the states of Alaska, Idaho, Montana, Oregon, and Washington, and the provinces of Alberta, and British Columbia. ALA conferences are in major cities in the Lower 48, New Orleans, Chicago, San Francisco, St. Louis, Dallas, etc.

Professional Collection

A professional collection is a group of books which has information about the management and operation of the library. Because this is not information on how to **use** the library but how to manage it; these books are used by the library staff.

Every library should have a professional collection, however small. In the bibliography at the back of this manual are listed a few books that you might want to consider purchasing for your library. Some of them are used as textbooks in library courses. All have ideas useful in solving a problem in the library or tell how some library service is organized and operated. Rather than purchasing all of the titles, you can borrow these and other titles on Interlibrary Loan to see which ones best meet the needs of your library.

Small Libraries Publication Series

The American Library Association publishes a series of inexpensive pamphlets on various topics related to public library administration and management. These are listed in the bibliography. In addition, each pamphlet lists bibliographies for further reading. They are available for purchase from ALA and are hole-punched for insertion into a 3-ring binder. ALA's idea of a "small" library is often much larger than most of Alaska's libraries, but there is valuable information in these publications.

Guidelines

A committee of the Alaska Library Association developed *Public Library Guidelines* to assist small libraries in the development of the local library. The *Guidelines* provide a means for the library staff and the library board to evaluate the library and its services. The purpose of the *Guidelines* is to provide some standards to judge the quality of the library governance, management, and administration; its programming; its services and accessibility; collection and equipment; funding; and the facility. A copy of the *Guidelines* is included in the appendix for this chapter.

PURCHASING AND RECEIVING

Ordering materials, supplies, or equipment is a form of legal agreement between the library and the supplier (vendor). Care must be taken to assure that orders are prepared carefully and accurately. Procedures need to be developed so that it is possible to keep an accurate accounting of all orders, encumbrances, and receipt of goods.

The library (or the city or borough) must decide whether purchases can be made locally, or if they must be ordered, and from which company, or whether to request a bid.

Governmental units (boroughs, cities, state) request bids for large quantities of supplies and equipment or for a single piece of equipment if it is expensive. The State of Alaska has negotiated contracts with a number of firms for various kinds of equipment and for office supplies. Smaller units of government (boroughs and cities) can purchase from these firms at the state negotiated price, or close to it.

Usually there is little benefit from requesting bids for library materials; books, magazines, audiotapes, phonorecordings and similar library materials. There can be a cost advantage to ask the percentage of discount a local bookstore(s) would offer the library. **Libraries are specifically exempt from the requirement to seek bids for the procurement (purchase) of books, book binding services, newspapers, periodicals, audiovisual materials, access to databases, approval plans, professional memberships, archival materials,** etc. (AS 36.30.850). The text of the statute is included in the appendix for this chapter.

A library, unless it has many branches, usually buys many different titles, but only one or two copies of each title. There is not the cost advantage to the supplier of providing large quantities of the same item. It is not as cost effective for a supplier to provide one copy of 25 different titles as it is to supply 25 copies of a text book, or to provide 100 reams of typing paper. Since the advantages of lower costs through competitive bidding do not apply to these items, the expense of requesting bids for library materials is rarely justified.

The major vendors sell books to libraries at discounted prices. The discounts are based on the amount of the book budget, the binding (hard cover of varying standards or paperback), and the type of book. The larger the book budget, the greater the discount. Reference, scholarly, and paperback books generally have a lower discount than trade books or other popular-reading books.

Purchasing

Governmental units, such as cities, boroughs, and school districts, require the use of **Purchase Order** (P.O.) or **Field Order** forms. These forms may serve as a "cover letter" to accompany the multi-copy book order forms, or the items to be purchased can be typed on the Purchase Order form. The P.O. forms are usually pre-numbered in sequence, perhaps "P.O. 2315, P.O. 2316, P.O. 2317," etc. This is an aid to the business office or the city office in its record keeping, for it is accountable for expenditures of public funds. An example of a purchase order is included in Appendix VIII.

Nonprofit corporations managing the library will not have purchase order forms. The library will then need to use **letterhead stationery** as the cover letter for the order, or the items to be purchased can be typed on the letter. Letterhead stationery looks official, so the company from which items are being ordered is more likely to believe that the order is a legitimate one.

A library can develop a standard form. A catalog can give ideas of the information which should be included: quantity, catalog number (if any), name of the item, color, price, and shipping costs are examples of the information needed.

For budget control it is necessary to authorize only certain people to sign orders. Usually these are the librarian and the business officer, or the librarian and the city clerk, or the librarian and the treasurer of the library association. Allowing only one or two people to approve all orders helps to maintain accurate financial records.

Requests for Proposals (RFP) and Bidding

A bid is an offer to supply specific goods or services by a particular date for a specified amount of money. Units of government (city, borough, state, or federal governments, or school districts) usually follow a practice of obtaining bids for the purchase of items costing over a specified amount of money. To solicit a bid, the library, city or borough issues a "Request for Proposal" (RFP) to vendors selling products of that type. The vendor responds with a bid.

Bids can be required for the purchase of equipment, supplies, materials, or for personal contracts for services. Libraries which are a department of one of the governmental units listed above must follow the procedures adopted by that agency, unless specifically exempted by law.

The purposes of requesting bids are to:

- to obtain the benefits of competition with lower costs
- obtain items of specified quality
- guard against favoritism to a particular firm
- receive items by a specified time.

A bid by a business or manufacturing firm is a legal offer, and, if accepted, becomes a contract. The lowest bid does **not** have to be accepted if there are good reasons for rejection. Bids can be rejected on the basis of performance, quality, durability, maintenance, etc. If the lowest bid is not accepted, the reasons for rejection must be good ones that can stand up to a challenge.

1. **Performance** can include the delivery and/or installation of equipment by a specified date and/or in the quantities needed.
2. **Quality standards** must be carefully defined in the Request for Proposal (RFP). Bids may be rejected if the item(s) do not meet the quality standards of the specifications.
3. **Durability** is a major consideration in libraries. Equipment designed for home use is not suitable for institutional use, such as in a library or school. The equipment is probably used more frequently in an institution, it may need to be moved from one room to another, or checked out and taken to another building. It may be handled carelessly or the people using the equipment may be untrained. All of these are reasons to include durability standards in an RFP.
4. **Maintenance** is another major consideration. Some equipment requires maintenance and repair by trained technicians. In evaluating bids, the availability of repair services within Alaska must be considered. The cost of shipping items to another city for repair is an important factor. Also the inconvenience to the library of being without a piece of equipment for a length of time must be evaluated. If the library has six projectors and one is away for repairs, the inconvenience may be minor. If circulation records are maintained on a microcomputer that must be sent away for repair, the inconvenience will be considerable and important records lost.

ORAL AND WRITTEN BIDS

A common purchasing practice in government is to establish various cost ranges for determining when a bid is required, and whether it can be an **oral bid** or must be a **written bid**. A board of a nonprofit association may wish to establish a similar purchasing policy. A library with a small budget would want to establish lower cost limits for its bidding requirements than those listed below. The information is given as an example.

A borough has established policies for purchasing as follows:

1. Items below $500 in cost may be purchased wherever conveniently available as long as other factors are satisfactory (fair and competitive price, quality, service, delivery, maintenance, billing, etc.).
2. Items costing between $500-$3,000 can be selected by **oral bid**; that is, a price is given by telephone or in conversation with a sales representative. Bids from at least two firms must be obtained; three bids are preferred.

The person obtaining these oral bids needs to write down: 1) the firms called, 2) the names of the people who provided the information, 3) the price quoted, and 4) any other pertinent information such as model number, delivery date, etc. This information is kept on file.

[Editor's note: The same standards for selection as those previously mentioned for RFPs (performance, quality, etc.) apply for oral bids as well.]

3. Items costing more than $3,000 must follow formal bidding procedures. Written specifications from the purchaser are required, the request for bids (called a Request for Proposal or RFP) must be advertised, sealed bids must be submitted by the vendors by a

particular date. Formal bids are opened in a public meeting at a specified date and time.

SPECIFICICATIONS

Specifications required in a Request for Proposal (RFP) are detailed and exact statements of requirements. Specifications become more complex as costs and technical complexity increase, and as timing becomes more critical. For a single item of equipment, specifications might include the name of the item, the general requirements, specific quality requirements, maintenance and purchasing requirements, delivery and/or installation dates, conditions of warranty, and return policies.

Before writing specifications, you may want to see demonstrations of equipment from several different companies. This comparison can help in determining those features most closely meeting the needs of the library.

Vendors (suppliers) can also be asked which libraries have purchased an item that you are considering for purchase. Staff persons of those libraries are good resource people to learn whether the product is satisfactory and about the vendor's performance. Occasionally it is possible to obtain a copy of the RFP from a library which has already purchased an item being considered for your library.

Technical information related to quality can be taken from product evaluations and from vendor's catalogs. Two periodicals which publish product evaluations of library equipment are:

EPIE Gram: Equipment

Library Technology Reports

Information about particular kinds of equipment can be requested by interlibrary loan. Two annual publications contain useful information about products and manufacturers:

Audiovisual Equipment Directory

Audiovisual Marketplace

Receiving Orders

Receiving is the process of checking the items received against those listed on the packing slip or invoice, and the original order. Careful unpacking and checking of shipments is necessary. This verification of the accuracy of the shipment determines whether the bill to the supplier is to be paid.

A shipment will usually include a **packing slip** and an **invoice.** A packing slip is a list of items sent in a particular shipment. An invoice or bill is a statement of all items shipped (or services provided) along with costs.

The mailing label or a notice stamped on one of the boxes may say "Packing slip enclosed,"or "Invoice enclosed." If an order requires several boxes, usually they are numbered so that you can tell whether all of them have arrived. An example of the numbering for three boxes is: 1 of 3, 2 of 3, 3 of 3.

Sometimes the packing slip will be inside the box while the invoice will be on the outside of the box under the address label. Other vendors will send the invoice directly to the office paying the bill and only the packing list will be included in the shipment.

STEPS IN RECEIVING A SHIPMENT

1. **Checking the items against the packing slip.**

Each item in a shipment needs to be checked off against the packing slip. Both the quantity (1, 2, etc.) must be checked and the item examined. Usually a check mark (✓) is made next to the listing to indicate that it was received.

(# of copies)	(author)	(title)
✓1	Stevenson, R.L.	Treasure Island

The packing slip should list the titles ordered but not enclosed, and it should have an explanation. Book jobbers use abbreviations or codes to indicate why an item wasn't shipped. You will need to become familiar with them, and sometimes the meaning is printed somewhere on the packing slip. For example; "BO" usually means "back ordered," or "OS" is used for "out of stock," and "OP" for "out of print." There should not be any dollar amounts listed for items which have codes like these and which were not included in the shipment. These are not errors, but the shipment is not complete.

Back order means the jobber has placed an order with the publisher, but the books did not arrive in time to be included in the shipment. They could be in a future shipment on the order.

Out of print titles are those which the **publisher** reports the stock has all been sold. The titles are not available through your book jobber, and the item is cancelled. If these books are important to the library's collection, you will have to try to purchase them from another source. Sometimes it is possible to buy these titles from a book store which specializes in out of print titles. Or it may be possible to purchase them from a book store which stocks certain subjects, such as books about Alaska.

Out of stock means that the jobber has had these titles in the past, but does not have any on the shelves at the time of your order. The statement does not really tell you whether you can expect them in a future shipment, or whether you should re-order. Some firms will add instructions such as "please re-order."

2. Comparing items and quantities against the original order.

This is to verify that the items were ordered by the library; that the model, color, finish, etc. are correct. Note should be made of any errors in the quantity shipped, or the wrong item(s), or items which are listed on the packing slip but missing from the shipment.

3. Examining the items for condition.

Items should be received in good condition, not damaged, with no defects of manufacture or of publication. If defects are found, this information should be recorded on the packing slip, the jobber or publisher, vendor or manufacturer must be notified immediately. Whoever is contacted will give further instructions. **Do not pay for damaged items.**

4. Writing a note(s) on the packing slip or invoice about any problems or errors.

Items which have a price but are not enclosed should not be paid for and need to be claimed. This can be done by use of a form or a letter sent with the check for payment of those items which were shipped.

Payment can be made for those items received **unless** the item received cannot be used because a critical part was not in the shipment. In this case it is best to hold payment until the missing parts have been received. Shelving or equipment, for example, may have pieces missing.

5. Signing off on the order.

This consists of a **phrase** about the accuracy of the shipment, the **signature** of the person who checked the shipment, and the **date** For example, "o.k. for payment, (name) (date);" or "errors noted, remainder o.k. for payment, (name) (date)."

6. Forwarding the invoice and/or the packing slip to the office where payment is made.

The office will be the one where the order was originally approved or the office from where payment will be made. The library may want to retain a copy of the packing slip or invoice in its files if the invoice is sent to the city office for payment.

Any problems or errors will need to be solved through correspondence and telephone discussions with the seller and/or the sales representative.

MANAGEMENT TIPS

Organization is one of the keys to good library management. Organization helps you to complete tasks on time and to submit all the necessary orders, reports, and forms when they are due. Following are some tips and tools to help the library staff to function efficiently.

Standard forms

Forms can greatly simplify management because decisions do not have to be made each time about the information which needs to be recorded nor the format in which to record it. If a standard form is used, it is possible to make comparisons to previous months or years because the information is recorded in the same way.

Forms can be developed locally, but it is possible to use or adapt forms which other libraries have developed. The books listed below have many sample forms:

Futas, Elizabeth. *The Library Forms Illustrated Handbook* (Neal Schuman Publishers, Inc., 1984).

Toor, Ruth. *The Complete Book of Forms for Managing the School Library and Media Center* (The Center for Applied Research in Education, Inc., 1982).

Personnel Records

A city or borough will have a system of personnel records, but a library association which manages a library will need to develop forms, procedures, and files.

TIME SHEETS

Each employee should have a time sheet on which to write down **each day** the time of arrival at work and the time of departure. These time sheets are the basis on which salaries and wages are paid. Falsifying time sheets can be cause for dismissal.

Here is an example of a simple time sheet. Another is shown with the forms at the end of this chapter.

LIBRARY TIME SHEET

Name ____________________

Pay Period ____________________

DATE	TIME		# OF HOURS
	IN	OUT	

Employee Signature:

Date:

Procedures should be established for reporting **absences** for any cause: illness, vacation, jury duty, professional leave for training, bereavement, etc. Such reports must be submitted promptly; for example, by telephone if an employee cannot report to work because of illness or a family emergency. Upon return to work, a written report of the leave taken should be prepared, signed, and submitted by the employee.

PERSONNEL FILES

Some libraries keep a personnel file for each employee which contains the following:

- the completed application form
- copies of any evaluations
- copies of commendations or reprimands
- records or any classes or training to improve job skills
- letter of resignation

Maintaining the file for several years can be a useful practice. There may be requests for a letter of recommendation for another job, or for acceptance in a college or a training program. If the person worked in the library several years ago, it can be difficult to remember the strengths and weaknesses of the individual. Generally personnel files do not need to be kept longer than five years. A city or borough will retain more extensive records for a longer period of time.

Monthly, Weekly, and Annual Calendars

Calendars listing tasks to be done are helpful in reminding managers of important tasks and dates. Use of a calendar will remind a manager when to begin preparation of an important report, or when to schedule annual maintenance. These are not the calendars for each year of the months and days for 1991, 1992, etc. These are lists of tasks to be done each day, or each week, or even each month or year. These calendars can be used year after year and revised as job assignments change.

1. You may want to develop a **monthly** calendar for some of the positions in the library; for example, for the person who does the custodial work. There are certain tasks to be done daily, such as emptying the trash. There are others that may need to be done only once or twice a week, perhaps vacuuming or mopping the floors. Washing the study tables and vacuuming the chairs might be scheduled for once a month.

2. For students(s) who work in the library, you may want only a **weekly** calendar. The reason for the difference is that students in page positions have a narrow scope of responsibilities. They would likely do the same tasks every week. Certain tasks need to be done every day; for example, picking up all the books and magazines that have been left on the tables and putting them away. There may be other tasks to be done only once a week, such as watering the plants every Friday.

3. Whoever is in charge of the library will want an annual calendar to list the important tasks in managing the library program. You may decide you want a monthly calendar too.

ANNUAL CALENDAR

To start an Annual Calendar, list each month and leave space below it to write the tasks which need to be done. List the dates of the city, borough, state, and federal fiscal years because those dates determine the beginning and ending dates for statistics, for the budget, and for reporting.

Some of the tasks which you might list are:

January

- Prepare Quarterly Report for City Council
- Request approval of travel funds to attend annual conference of the Alaska Library Association
- Order books

(City fiscal year begins January 1)

February

- Order adult books
- Review book, magazine, and equipment needs with the City Manager in preparation for the Library Assistance Grant application
- Order award winning children's books (Caldecott, Newbery, Coretta Scott King, Scott O'Dell)
- Request information about Summer Reading Clubs

March

- Forward proposed plan for Public Library Assistance Grant to City Office
- With City Manager, make final decisions for Public Library Assistance Grant Application
- Plan special program for National Library Week
- Attend annual conference of Alaska Library Association
- Check whether the Public Library Assistance Grant application was mailed (due by April 1)
- Order Summer Reading Club materials

April

- Present Quarterly Report to City Council
- Place final book order of the year

May

- Publicize Summer Reading Club at the school and elsewhere
- Decorate the library for the Summer Reading Club
- Seek volunteers for each summer event of the Summer Reading Club

June

- Weed part of the book collection
- Discard old and/or worn magazines

(State fiscal year ends June 30)

July

- Compile statistics for Annual Report
- Present Quarterly Report to City Council
- Order children's books, including Battle of the Books titles

(State fiscal year begins July 1)

August

- End Summer Reading Program, compile statistics and evaluate the program
- Get financial information for the Final and Annual Reports from City Office
- Complete Annual Report for State Library
- Mail Annual and Final Reports to State Library, (due by Sept. 1)
- Make sure furnace is checked and cleaned and oil tank filled

September

- Renew magazine subscriptions through agency
- Order equipment
- Seek volunteers to help with Halloween Party
- Give Quarterly Report to City Council
- Have custodian wash windows
- Draft library budget for review with City Manager

(Federal fiscal year ends Sept. 30)

October

- Inventory supplies and order needed supplies
- Order books, including any Young Readers' Choice titles not in the collection
- Sponsor Halloween program for children

(Federal fiscal year begins Oct. 1)

November

- Plan holiday programs
- Weed part of the collection

December

- Seek volunteers to help with Christmas Party
- Sponsor crafts program for Christmas

(City fiscal year ends Dec. 30)

There are certain tasks that every public library will need to do at a certain time, such as submitting the applications for Public Library Assistance Grants by April 1. There are other tasks and deadlines that must be developed locally. An example might be the month the library budget is to be presented to the City Manager or the City Council. The Annual Calendar needs to be for **your** library.

Another tip for good management: don't hide the Annual Calendar in a file. Put it where you'll see it often—on the wall, on your desk top, on a typing stand. It can be a good visual reminder.

Inventory of Supplies

Supplies are items that are consumed or used up as you operate the library. Envelopes, pencils, mailing labels, book cards and pockets, staples, tape, and date due slips are all examples of supplies. Supplies are fairly inexpensive so you will want to order them only once or twice a year. Also, because they are needed, you don't want to be without them. If records are kept of supplies on hand and the rate at which they are used, you can determine when to order.

In the list are both general **office supplies** and some specialized **library supplies**. The office supplies are used in almost all offices; items such as pencils, pens, staples, scotch tape, photocopy paper, and stationery. Your city or borough office may have an office supply list, or you may be able to get supplies of that type from the City Office.

The library supplies are more specialized; book cards, book pockets, date due slips, overdue notices, and plastic covers for books. To establish your inventory list, begin by listing the supplies you use during the year. You will want to make at least two lists. If you have audiovisual materials or equipment, you may want a media list too.

1. Office supplies
2. Library supplies

Next take an **inventory** of the supplies on hand. To do this you count the number of supplies stored in cupboards or drawers and write down the figures. Each time something is taken from the supplies, write down the quantity and the date. That way you begin to develop a record of how rapidly supplies are used. In time the inventory and the quantity of use will indicate when certain supplies need to be ordered.

The following Inventory Control Form is an example from a public library in Alaska. It is only a partial list because the library has a computerized circulation system. Supplies for the computer are not included in the example.

OFFICE SUPPLIES

	Inv. Date	On Hand	Order
Art supplies			
colored paper			
colored pencils			
poster boards			
Calendar			
Clip board			
Copy machine supplies			
Paper			
Toner			
Envelopes			
Letterhead			
Padded			
File folders			
Flashlights			
Glue Sticks			
Hammer			
Hanging files			
Ink pads			
Red			
Black			
Labels			
File			
Mailing			
Magic Markers			
Black			
Blue			
Green			
Orange			
Red			
Note pads, 3 x 5			
Post-it 2 x 2			
Paper			
Letterhead			
Plain bond			
Paper clips			
Paper punch			
One hole			
Three hole			
Pencils			
Pencil sharpener			
Pens			
Blue			
Red			
Black			

	Inv. Date	On Hand	Order
Rubber bands			
Rubber cement			
Rubber cement thinner			
Ruler			
Scissors			
Screw driver			
Stapler			
Staples			
Staple puller			
Tapes			
Magic mending			
Masking			
Strapping			
Tape dispenser			
Typing supplies			
Ribbons			
White out			
LIBRARY SUPPLIES			
Audiocassettes			
Book ends			
Book cards			
Book pockets			
Catalog cards			
Circulation records			
Date due slips			
Date due stamps			
Labels, book spine			
Overdue notices			
Periodical check-in cards			

PUBLIC RELATIONS/PUBLIC INFORMATION

All public institutions have some form of public relations whether they recognize it or not. It begins with a smile, in person and over the telephone. It includes a response to a need, rather than indifference. It is attentive listening and enthusiasm. It is a clean, neat, and attractive library. It is publicity and promotion, in short, it is everything that interacts with the public.

A library should be an active community center where services and programs meet informational and recreational needs—not just a building where library staff have jobs.

Public relations is a broad term incorporating planning, marketing, publicity, promotion, advertising, information, merchandising, and more. **Public relations has the public interest as its primary consideration.**

The aim of good public relations is to fulfill the potential of library materials and services, to ensure that the public gets full benefits from the funds it pays in support of the library.

Public Relations

Definitions of **public relations** are complex because public relations has so many aspects; those mentioned above plus politics, community relations, services, interpersonal relations, appearances, and programs.

Professional public relations specialists have developed a definition:

> **"Public relations is a planned program of policy and conduct that will build confidence and increase public understanding."**

Public Image

One of the first things to do is to look at the library objectively, to see it as a stranger might. What is the physical appearance of the library and its products (materials and publications)?

The **general appearance of the library** affects how a person feels about it. Is it clean, neat, and attractive? Can it be more inviting by brightening it with plants inside, flowers outside? Fresh paint, bright colors, new posters, and simple instructions are invitations to use the library and to enjoy the visit.

The image of the library is reflected in its promotional publications, its correspondence, and the attitude of the staff. Are posters neat, colorful, clear? Is letterhead stationery used so that correspondence has a professional appearance? Does the library have a distinctive logo so that people recognize any publication originating from the library?

Is the collection current? Attractive? Are old, worn, torn, obsolete materials removed from the collection regularly?

Public Information

Public information is a part of public relations. The emphasis is more on informing people of policies, of reporting accomplishments, etc. It includes information about library policies such as the "Freedom to Read" and the book selection policy; about services such as Interlibrary Loan, telephone reference, and storyhour; the library hours; and about any changes to current practices with library services. The goal is to increase the understanding of the role of the public library, to inform residents of events to take place at the library, or of events being sponsored by the library.

Library staff are essential to good public relations. A friendly welcome and a helping attitude toward library users are as necessary as food in the stomach. Courtesy and helpfulness over the telephone are vitally important. A smile can be heard even if not seen.

No library can gain adequate public support without a commitment to effective public relations. Public Relations/Public Information involves everyone associated with the library, all board members, and the entire staff.

Planning

Key words from the definition of public relations are "a planned program." Planning includes the setting of goals and objectives, and the development of the plan should include communication with different groups of people: the City Manager and/or the City Council or Borough Assembly; the Library Board; library users of all age groups; and potential library users. Planning is important. The library needs to:

- know what it is
- know who its major audiences are, identifying users and non-users
- know which services and resources it can deliver
- set its goals and objectives
- establish its priorities

COMMUNITY ANALYSIS

Analysis of the community is an aid in establishing goals and objectives. The Library Board and the Librarian may know the community well enough to set goals and objectives without outside help the first year. In subsequent years surveys might be used, either those designed only for the library or as part of a community survey.

GOALS AND PRIORITIES

Priorities must be set and various alternatives examined before a course of action can be developed. The goals establish the priorities. There is seldom only one means of working toward a goal so alternatives need to be examined. Factors to consider are:

- available resources (supplies, materials, radio station, TV station, newspaper, etc.)
- human resources (time, expertise, volunteers)
- costs
- potential effectiveness

Be realistic in establishing goals, one or two at the most. There is always another year. Let's look at examples of some goals, objectives, and activities. Notice that the public relations goals are very broad, and the objectives and activities become increasingly more specific.

Goal	To improve communication with the city and native councils.
Objectives	Establish regular communication with both councils
	Initiate an informational program about the library and its services for Council members
Activities	Prepare written reports each quarter for both councils
	Attend scheduled Council meetings
	Identify council members who seem the most interested in the library and target them to receive information more frequently than quarterly
	Invite Council members to the library

This last activity might be to tour the library, to try out the new computer, to use the microfiche reader to request an interlibrary loan, to read a story to the children, to tell children about their childhood, or to welcome visiting workshop participants who are meeting in the library. Do whatever fits the situation. One library, before the election, invites all candidates to the library for an open meeting with community residents.

Goal	To increase awareness of library services and resources
Objective	Use media to publicize library resources and services
Activities	Write a weekly news item for the newspaper
	Organize an Open House with library resources as entertainment (films, videos)
	Prepare Public Service Announcements for use over the radio and CBs (or a trivia contest where answers are in a library book)
	Publish a monthly newsletter listing new books, library programs and activities (or publish a community calendar with library events prominently displayed)

Here are other examples of goals. You can think of objectives to implement the goals. Remember, **an objective is measurable. You must be able to see, hear, or count it, or prove in some way that it was done.**

Goals	To stimulate library use
	To develop public support (perhaps for a new library building or an addition, or for fund raising to buy a microcomputer or copier or FAX for community use)
	To eliminate consumption of food and drink in the library (for understanding and compliance with library policy)
	To raise funds to offset a budget cut
	To promote adult use of the microcomputer
	To promote products and services resulting from new technology (ALN, database searches, online catalog)
	To encourage children's reading OR to improve children's reading and to maintain reading skills
	To stimulate use of the library by non-users and non-readers through media (objective: to participate in a video circuit)

What objectives would you develop to implement one or more of these goals?

Activities

The means of implementing objectives are the various activities performed. The activities are quite specific and often are completed in a short period of time. See the following examples:

Goal	To encourage children's reading for fun, enjoyment, and skill maintenance
Objective	Sponsor a Summer Reading Program

Activities PR/PI

1) Meet with teachers of 1st through 6th grades to explain the program, to gain their support, and to gather their ideas

2) Purchase or prepare promotional information encouraging reading; posters, flyers, bookmarks, balloons

3) Place posters in the library, the school, grocery stores, post office, and recreation center

4) Ask school personnel to include announcements of the reading program in their communications with parents; for example, distribute information at the last school performance and with the report cards

5) Prepare news item for the newspaper and church bulletins

6) Obtain volunteers to help with weekly fun activities, programs, and refreshments. (People who are helping usually become library supporters)

SCHEDULE

Time is critical to success. There must be time to prepare materials, or to purchase and receive them; and sufficient time for people to be informed of your plans.

Use a calendar and work backwards from your target dates so that you are prepared for each activity.

Publicity and Promotion

Here are some ways to publicize the library:

1. Post signs and notices with library hours in every public building.
2. Write news items about the library for the local newspaper; invite a student to write an article for the school newspaper.
3. Place library flyers and bookmarks with library hours in public buildings for people to take.
4. Make sure a library sign is posted outside the library.
5. Prepare short Public Service Announcements (PSAs) for broadcast on the radio. Different stations have different audiences, so try to tailor your message.
6. Provide fun but easy activities which are educational in content and involve local residents.

Promote services which may be unfamiliar to residents. Example: that the library has copies of legislative bills filed during the legislative sessions.

Promote the new: New services, new books, new programs, new equipment. Examples: services— interlibrary loan or tax forms; equipment— photocopy machine, microcomputer, microfiche reader. Promotion can be accomplished through signs in the library, newsletters, newspaper articles, radio announcements, posters, etc.

Behind the scenes tours: Invite small groups to see how library work is done; for example, interlibrary loan (fiche reader, forms, electronic mail, routing); how to use the microcomputer; the meaning of classification numbers and how they work.

Book fairs encourage the owning of books. Book fairs can generate money or add books to the library.

Parades are fun. Children can dress as story book characters or be the legs of a lo-o-o-ng library dragon or bookworm or anything else appropriate to the library. One parade with *Alice in Wonderland* characters had many children decked with large sheets of cardboard, front and back. These were decoratated as playing cards, with the symbols of hearts, diamonds, spades, and clubs.

Displays of hobbies, children's art work, etc., attract other local people. Add realia (3-dimensional items) to book displays; for example, a turkey roaster full of cookbooks, or a handful of cooking spoons. Select a theme such as sports, gardens, survival techniques, hobbies, or writing research papers. Ideas are everywhere.

Best book I ever read or **My favorite book** from adults, children and teenagers involve people and can attract readers. Use only one age group at a time. These can be written on long sheets of paper, or can be individual letters or memos.

Bookmarks giving facts about the state, its flag, its flower, the number of square miles, miles of coastline, and other interesting facts. Be sure to have the library name and hours on the reverse side of the bookmark. Bookmarks can have statements in support of the library and reading; for example, "The best gift you can give your child is a library card," or "Reading books is like eating peanuts—Bennett Cerf."

Bulletin boards can be effective. Color, balance in design, 3-dimensional paper folding, real objects (dried leaves, cotton, buttons, fabric, etc.) add interest. Try to go beyond the obvious to a creative idea, and see the bibliography for some suggested titles to buy or to borrow on interlibrary loan.

Book lists can give suggestions for Christmas gifts, holiday books, home reference, best sellers of the year, Newbery and Caldecott awards (see Chapter IV), Notable books of 19—(annual lists published for adults, young adults, and children).

Surveys provide information to the library board and library staff, and also raise awareness of the library.

Newspaper articles should answer the questions who, what, where, when, why, and how. The first paragraph should have the broadest view, the most newsworthy information. Quotes add human interest and break up an article so it is easier to read. Sentences should be short averaging 20 words or less.

Radio spots (Public Service Announcements) should be short to fit within station breaks. The number of words delivered by the average radio announcer are:

10 seconds	25 words
20 seconds	45 words
30 seconds	65 words
45 seconds	100 words
1 minute	125 words
1 1/2 minutes	190 words
2 minutes	250 words

Examples: "Tax reports are due the IRS on April 15. Don't be late because you are missing a tax form. Income tax forms are available at your public library. The library hours are___________."

"Tuesday is dinosaur day at the public library. Come hear favorite stories and draw your own dinosaur pet. 10 to 11 a.m."

"New software is available at the public library so you can write your term paper, type a mailing list, make a poster. Instruction by (name) every Wednesday evening between 7 and 9 p.m."

"Now you can register to vote at the public library. By registering before ____________ you'll be able to vote in the next election. The library is open from ____________ Wednesday through Friday, and from __________ on Saturday."

Marketing

We now look at libraries from a marketing standpoint. Try to compare your library with a store, perhaps an Alaska Commercial Company store in one of the transportation hubs such as Nome, Kotzebue, Barrow, or Bethel.

- Does it have new and fresh products to attract buyers (new books, new magazines)?
- How does it advertise (publicity)?
- Does it attract buyers by special sales (programs)?
- Does it promote products for special holidays (valentines, Christmas decorations)?
- Where are these special items displayed? Are they hidden in the back, or located near the entrance to attract attention?
- How does the store support the community for special events? (How can the library support community events?)
- How does the store provide for a diverse group of customers (baby food, cereals, fresh, frozen, and canned vegetables, etc.)?

The library needs to identify its "markets" too. **From looking at stores, we might do the following in the library:**

- Display some of the most attractive books on the empty spaces at the ends of the shelves. Place them face out so their covers show.

- Feature special displays for holidays; or specialized materials like income tax forms and booklets in March and April; lists of suggested books for gifts for children; read aloud titles.

- Use posters, mobiles, bookmarks to promote use of the library and to publicize special weeks, such as Children's Book Week and National Library Week. The Children's Book Council and Upstart sell a variety of publicity materials.

A library is somewhat like a business which sells products, except **the library is selling its services**. Tell and show your community what the library offers or people may never know.

Books about public relations, publicity, library exhibits and bulletin boards can be borrowed through interlibrary loan. A few titles are listed in the bibliography, and others can be found in the *Alaska Library Network Catalog*. Some appropriate subject headings are:

PUBLIC RELATIONS—LIBRARIES
LIBRARY EXHIBITS
BULLETIN BOARDS

VOLUNTEERS AND FRIENDS OF THE LIBRARY

Two groups which give valuable support to the library are the "Friends of the Library" and volunteers. Friends groups support the library with fund raising and publicity. Though members volunteer their time, they are acting as an organization, and generally are not referred to as "volunteers." The term volunteer is used for people who usually work in the library at scheduled times, without salary or wages, and who are performing tasks which are part of the operation of the library.

Volunteers

Some libraries have very active volunteer programs. Volunteer programs can be very effective when well administered and supervised. Volunteers can be effective library advocates also.

Some volunteer activities are minor commitments, perhaps providing cookies for a storyhour or a reading club party. Other volunteer jobs may be a major commitment of time; for example, keeping the library open one afternoon every week, or one day every month. Or it might be mending books, or telling stories one morning a week during the summer or managing the library sales items.

All that is needed to organize volunteers to bring cookies for a storyhour or library party is a telephone list and a sign-up sheet. For important library programs, something more formal is better.

Volunteers for major library services, functions, or programs should be regarded as staff, unpaid staff. As staff, their positions, tasks, or projects should have job descriptions, goals, and objectives. As staff, they should receive both evaluations and recognition of their contributions to the library.

When seeking volunteers, don't think or imply a lifetime commitment. **Sometimes people want to volunteer for a short period of time only, or for one project or one activity.** If volunteers have a successful experience in the library, they can make another commitment if they wish to continue. A volunteer wants to know that his or her contribution has had an effect on the library or has been beneficial in some fashion.

Dissatisfied volunteers leave for a variety of reasons; unclear expectations, lack of supervision, lack of meaningful experiences (drudgery jobs), lack of personal rewards. An exit interview can help identify problems in a volunteer program.

Establishing a Volunteer Program

Some libraries have a volunteer who manages the volunteer program. Volunteer programs don't just happen; they must be organized and developed. Some basic steps in establishing a volunteer program:

PLANNING

Involve other library staff members (or the Library Board in a really small library) from the beginning. Determine the needs of the library.

What are the priorities, the objectives? What needs to be accomplished and what skills are needed to do it? How long will it take to complete the activity you are planning?

RECRUITMENT

Write a job description. Determine the tasks to be performed and the skills and experience needed. Publicize the volunteer opening in the library in public buildings in the community—the post office, the grocery store, the health clinic, churches, etc.

INTERVIEW APPLICANTS

During the interview you want to give the applicant knowledge that the volunteer experience is of **mutual benefit**. The library will gain from the assistance, but the volunteer will be receiving training, information, skills, and experiences of benefit to the individual too.

General questions should be asked during the interview. "What do you want to get from this volunteer experience?" "What personal and work goals are important to you in considering a volunteer job?" Sometimes the person wants to gain certain skills to qualify for a paid job.

Sometimes volunteers have experience which is needed by the library so ask questions that bring out other skills. "What kinds of jobs have you held in the past, either paid or not paid?" "Which jobs did you like?" "What tasks did you not like to do?" Perhaps the individual has done some public relations work in the past. That could be a valuable contribution for the entire library program or for a fund raising event for the library. Other ideas for volunteer activities might emerge from the discussion.

It may become obvious during the interview that the person is a good choice for the job. Or it may be that the person cannot fill the position you have available.

ORIENTATION

Once you have selected a volunteer, that person should be given the same orientation as that given the paid staff. Everyone working in the library represents the library to others. They will be asked questions about the library, or they may tell a friend about materials or services of the library. Because of that interaction with other members of the community, it is important to explain the activities going on in the library, the job responsibilities of the volunteer, and the contribution the volunteer is making to the operation of the library.

TRAINING AND SUPERVISION

The purpose of training is to enable the person to perform adequately. Be specific about the tasks you want performed. Provide the procedure manual, the checklists, or written instructions that will help the volunteers perform their duties in a satisfactory manner.

Have the volunteers keep time sheets so that you can document the hours donated to the library. The information can be included in a news release or shared with the Library Board or City Council.

Be courteous; greet volunteers when they arrive and thank them when they leave and smile.

Treat the volunteers as regular employees. Include them in staff meetings. Invite them to participate in social functions of the staff; potluck dinners, the Christmas party, etc.

RECOGNITION

People have good feelings about themselves when they know that something they are doing is important to others. Appreciation of volunteers is very important to keeping those volunteers.

Recognize volunteers publicly. Mention their names to the City Council and the number of hours they have contributed. Write a letter to each volunteer thanking her/him for assistance in the library. Mention them in the newspaper or in a newsletter. Celebrate outstanding projects or achievements. Put a book plate in a new book. It should state something similar to: "In recognition of (name) who has contributed over 100 (or other number) volunteer hours to the library." Have a birthday cake on **their** day. Sponsor a "Volunteer of the Month" program. Write letters of recommendation when requested.

National Volunteer Week is in April of every year. That is a good opportunity to recognize all the library volunteers and publicize their contributions to the library.

EVALUATION

There are two targets for evaluation in a volunteer program; the program itself and the volunteer.

How successful was the library in attracting and managing volunteers? Were there job descriptions for the important volunteer programs and activities? Did the library establish objectives and performance standards for the volunteer job(s)? Was the library program improved? What was accomplished that couldn't have been accomplished without the volunteers? Did the results warrant the investment of time?

Did the performance of the individual measure up, meet, or surpass the objectives of the project? What deviations occurred from the plan? Were these necessary or helpful or did they detract from the objectives?

Volunteers can be a valuable resource to the library. A good volunteer program requires time; time to plan, to train, to review. Successful volunteers can be another voice for the library in the community.

Friends of the Library

Friends of the Library groups exist throughout the United States for libraries of all sizes and all types. To be effective the activities and functions of a Friends group need to be specified from the very beginning.

The Friends group does not make policy; that is the responsibility of the Library Board. The group should not interfere in the operation of the library; that is the responsibility of the staff. Friends of the Library groups usually try to help in:

- **promotion of the library** (public relations)
- **fund raising**

Members can make more of a contribution to the group when purposes have been stated and goals and objectives have been set. As an example, here are some stated purposes from Friends of the Library groups in other states:

...to create public interest in the library

...to promote increased knowledge of its services and needs; and to foster public support for the necessary development of the library so that it may serve the needs of the population

...to assist in bringing to the library...funds for special needs which the budget cannot accomodate

...to aid in the provision of adequate housing and other facilities for the library

The sizes of the Friends groups vary from large to small. While having a great number of members can be of help in obtaining funding, usually progress is the result of a comparatively small number of people. Those members with a concern for the improvement of the library and of the community are key members. Also, the members must be willing to contribute their time and creative ideas.

Ideas for projects for a Friends group should be discussed among the library director, the Library Board and the Friends of the Library. Ideas can come from any of these sources, but everyone should be working toward common goals with the responsibilities of each clearly defined.

Similarities exist between Volunteers and Friends groups, and some members of Friends groups also work in volunteer programs in the library The difference lies in the organization. A Friends group operates outside the library administrative structure while a volunteer program is very much a part of the operation of the library.

Libraries have recognized the financial benefits deriving from an active Friends group. In addition, "based on research by political scien6tists such as Rourke, that Friends groups might prove to be valuable allies to libraries through political advocacy and as mobilizers of popular support..."[6]

See the bibliography at the end of the manual for further information.

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[6] Dolnick, Sandy, ed. *Friends of Libraries Sourcebook* (American Library Association, 1990) 190.

ADDED **Library Collection** **July 1, 19______ to June 30, 19______**

	Total	Books, Adult		Books, Easy		Books, Juv.		Audio		Visual			Total
	Vol.	Fic.	Nonfic.	Titles	Fic.	Nonfic.	Period	Tapes	Records	Video	Flmstrps	Slides	Other	Titles
July														
Aug.														
Sept.														
Oct.														
Nov.														
Dec.														
Jan.														
Feb.														
Mar.														
Apr.														
May														
June														
Total														

Note: Total volumes separately, do NOT add into the "Total Titles" column on the right side of the table.

WITHDRAWN **Library Collection** **July 1, 19____ to June 30, 19____**

	Tota	Books, Adult		Books, Easy	Books, Juv.			Audio		Visual				Total
	Vol.	Fic.	Nonfic.	Titles	Fic.	Nonfic.	Period	Tapes	Records	Video	Flmstrps	Slides	Other	Titles
July														
Aug.														
Sept.														
Oct.														
Nov.														
Dec.														
Jan.														
Feb.														
Mar.														
Apr.														
May														
June														
Total														

Note: Total volumes separately, do NOT add into the "Total Titles" column on the right side of the table.

Attendance Report

Department

Pay Period Ending:

Employee Name		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	Reg.																															
	Hol.																															
	Sick																															
	Ann.																															
	Pers.																															
	Misc.																															
	Other																															
	Total																															
	Reg.																															
	Hol.																															
	Sick																															
	Ann.																															
	Pers.																															
	Misc.																															
	Other																															
	Total																															
	Reg.																															
	Hol.																															
	Sick																															
	Ann.																															
	Pers.																															
	Misc.																															
	Other																															
	Total																															

Chapter IV

The Library Collection

The Library Collection

Building and maintaining a good library collection is one of the most challenging tasks of the librarian. The community library belongs to the local residents, therefore the collection must reflect their interests and information needs, and the goals and objectives of the library.

Reading interests in the community are learned in many ways. Some of these are:

- by the types of books checked out
- by questions people ask
- by requests to borrow certain books or magazine articles from other libraries (interlibrary loan)
- by surveys
- by the quantities of books checked out in certain subject areas or by certain age groups

The Books Checked Out

The section in the manual about statistics discusses record keeping by classification number and by reading level (picture books, juvenile, young adult, adult). Statistics can provide information of the types of books likely to be of interest in the community.

Questions People Ask

People sometimes ask questions about the library collection.

> *"Do you have any books on constructing a barrel stove?"* (...or *building a log cabin*?...or *on the repair of snow machines?*)
>
> *"Are there any more books by Judy Blume?"* (or *Michener* or *Dr. Seuss*, etc.)
>
> *"Do you have any new westerns?"* (or *mysteries*, or *romances*, etc.)
>
> *"Does the library subscribe to a computer magazine?"*
>
> *"Where are the Encyclopedia Brown books?"*

You can write these subjects, authors, and titles on a piece of paper as a list to "consider for purchase" and file the list until the time comes to make selections and to place orders. In the meantime, if the library doesn't have the desired material, the librarian can borrow items on interlibrary loan.

Some libraries have a sheet of paper posted on which users write their recommendations. It can be headed "Please buy more books about:" or "My favorite author is:" or "I enjoyed reading:" or "Please order."

Survey

A survey is a more formal means of identifying reading interests. The library board can help write the survey questions and conduct the survey. A survey also publicizes the library.

Here are some sample questions, and you can think of others:

> *Which magazines and/or newspapers would you like to have in the library?* Example: *Alaska Geographic*, an Anchorage newspaper, etc.
>
> *What kinds of books do you like to read: westerns, mysteries, suspense, historical fiction, best sellers, biographies, science fiction, other?*
>
> *What topics do you think would be useful to have in the library?* Example: child care, snow machine and truck repair, electrical wiring for the home, needlework.
>
> *Who are your favorite authors?*
>
> *What haven't you been able to find in the library?*

Good book selection, appropriate to local interests and needs is essential to a library's success. Milo Nelson, editor of *Wilson Library Bulletin*, said it this way:

"...Our attention finally came to rest on the few thousand books that comprised the Jubilee Library. There were none of the sort of things we had hoped to find. We confronted a dreary assortment of novels in English and Dutch, some children's books, broken sets of obsolete reference works. It was a disappointment...

"The power that a public library enjoys comes in part from community support, local government, trustees, special interest groups, important donors, and the quality of the staff. But fundamental power resides in the quality of the collection itself...

"Very small libraries, it occurred to us, require a more astute and rigorous collection development policy than do larger institutions. This was the bibliographic lesson we carried away."[1]

BOOKS — EVALUATION AND SELECTION

As time passes, many of the books have been read by people interested in them. The books sit on the shelf year after year without being checked out. Or the information in the books has become old, outdated, inaccurate. Books also wear out; you will find this particularly true of children's books. These are some of the reasons for discarding books.

Collection management, therefore, involves several factors:

1. Reference and informational needs of the community
2. Reading interests of the community
3. Evaluating, selecting and ordering—Books, Magazines, Media
4. Weeding or discarding

A school library needs books selected for the grades and abilities of the students, supportive of the school curriculum, and providing the resources necessary for the teachers.

A public library, however, serves the entire community. It needs books of interest to people of all ages; books for preschool children, such as picture books, easy reading, nursery rhymes, etc.; books for children of elementary and junior high school age; books for young adults and for adults.

The collection needs to include fiction or story books and non-fiction or "true" books. Examples of non-fiction are books of facts, biographies of real people (the lives of people), factual information about animals and plants, histories, reports of actual happenings, books which answer questions of various types, etc.

Reference books are a type of nonfiction generally considered separately. Reference books differ from other nonfiction in the way they are designed and used. Reference books are consulted for items of information and are usually not read from cover to cover. Good examples of this use are encyclopedias, dictionaries, state laws, indexes, the *Alaska Blue Book*, a telephone book, a directory (listing of names and addresses), etc.

Most nonfiction books are not reference books for they are meant to be read for information and for pleasure.

QUANTITY OR QUALITY?

Too much emphasis can be placed on the **number** of books in the library. The **quality** and the use made of the library collection are very important. A book should not be selected only on the basis of good literature. Potential readers are of equal importance.

A small library has particular problems in selection of materials because the budget is small. Selection is very difficult when there is $1,000 or less to purchase new materials. In a budget of $100,000, a few mistakes can be absorbed. In a small library ten books which are never used can amount to 15% or more of a budget of $1,000.

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[1] Nelson, Milo. "Letter from St. Maarten/Editorial." *Wilson Library Bulletin*, v. 57:2 (Oct. 1982) 103.

Thousands of books, magazines, and media are being published each year. Librarians need help in selecting the best titles and those most likely to be used, for one cannot actually see every book that has been published. Librarians, media specialists, teachers, etc., throughout the United States cooperate in selecting and recommending titles they have found to be useful and well liked. Their recommendations are published in books and periodicals, many of which can be borrowed from the State Library offices or the Regional Resource Libraries.

To make good selections, you first need to know what is already in the collection, judge the quality of the materials and determine their use. This is done to:

1. Determine the subjects and authors represented
2. Evaluate the quality and use of those titles
3. Identify subject areas and authors not represented.

With the above information, the community librarian can:

1. Select standard, core titles to meet the information needs in the community
2. Select the best of the new titles to meet the needs and interests of the community

The Standard Catalogs

Key resources for evaluating a library collection and for selecting books are the standard catalogs, a series published by the H.W. Wilson Company.

Children's Catalog

Audience: pre-school to grade 6

Includes fiction and nonfiction recommended for public and school libraries; indexed by author, title, and subject. Bound volume plus four annual supplements, $90.

Junior High School Catalog

Audience: grades 7 to 9

Includes fiction and nonfiction useful in both public and school libraries; indexed by author, title, and subject. Bound volume plus four annual supplements, $105.

Senior High School Catalog

Audience: grades 9 to 12

Includes fiction and nonfiction appropriate to young adults in public and school libraries; indexed by author, title, and subject. Bound volume plus four annual supplements, $96.

Fiction Catalog

Audience: high school, adults

Includes novels and short stories in a much more extensive list than the *Senior High School Catalog* above. A detailed index by subject and genre is particularly useful, and a title index is included. Bound volume plus four annual supplements, $98.

Public Library Catalog

Audience: high school, adults

Nonfiction only, an extensive list arranged by subject and Dewey Decimal Classification number; indexed. Bound volume plus four annual supplements, $180.

A sample page from each title is included in the Appendix. The standard catalogs must be purchased from the publisher, the H.W. Wilson Company. The prices listed above are 1992.

The five catalogs are published on a staggered basis, which enables a library to make this major purchase, one title per year. These titles may also be borrowed on interlibrary loan from the Alaska State Library offices in Anchorage, Fairbanks, and Juneau.

The standard catalogs can be used for evaluating a collection, as well as for selection. The author, subject, and title listings make it an easy process to order books by a popular author, or in needed subjects, or to select recommended titles.

Other bibliographies of recommended books can be obtained on interlibrary loan, or contact your Regional Coordinator for recommended bibliographies.

Examples of ways to use the Standard Catalogs for Evaluation and Selection

EVALUATION

Is the particular title in your collection listed in the appropriate standard catalog?

For a subject of interest in your community, how many of the listed titles are in the library collection?

Does the library have the most recent edition of a nonfiction book?

Are there recommended titles by a popular author that the library does not have?

SELECTION

If the library needs books on truck repair, use the subject index in the *Public Library Catalog* to find the Dewey Decimal number. Then turn to the Dewey numbers in the standard catalog, which, of course, are in numerical order.

If children keep asking for more books on dinosaurs, use the subject index in the *Children's Catalog* to find a list of recommended authors and titles and the Dewey number. The nonfiction books will be listed in Dewey Decimal order.

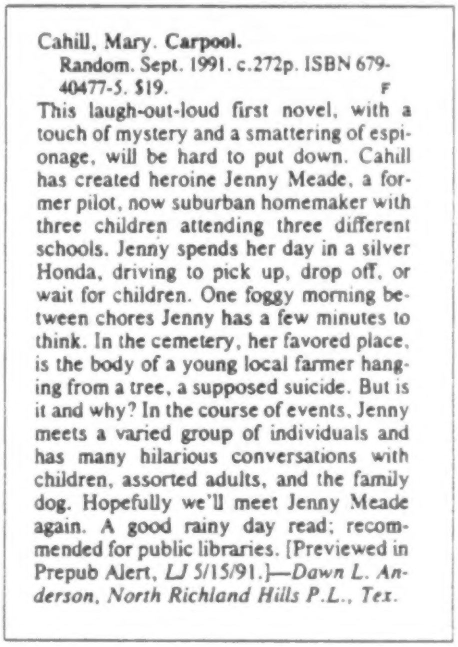
A library user wants some books with crochet or quilting patterns. Use the index in the *Public Library Catalog* to find the classification number. Then locate that number in the books to find which books are recommended.

A library user wants to read more books by Ed McBain. Use the *Fiction Catalog* to find other recommended titles by him. The *Catalog* also lists another name he wrote under, Evan Hunter. You will find more titles listed under Hunter, Evan.

NEW BOOKS — SELECTION

For evaluations of **newly published** titles, librarians must rely on **review journals** (periodicals). The journals used most frequently by public and school libraries are listed in the chart on page IV-6. An example of a book review from *Library Journal* is shown below. A page of book reviews from *Booklist* is shown on the next page. *Booklist*, a review journal, is published by the American Library Association.

Every library should consider subscribing to at least one review journal in order to make good selections of new titles. **All of the review journals listed in the chart can be borrowed from the Alaska State Library offices in Anchorage, Fairbanks, and Juneau** and you can request several months of issues. No library in Alaska needs to be limited to one or two review journals.



Cahill, Mary. **Carpool.**
Random. Sept. 1991. c.272p. ISBN 679-40477-5. $19. F

This laugh-out-loud first novel, with a touch of mystery and a smattering of espionage, will be hard to put down. Cahill has created heroine Jenny Meade, a former pilot, now suburban homemaker with three children attending three different schools. Jenny spends her day in a silver Honda, driving to pick up, drop off, or wait for children. One foggy morning between chores Jenny has a few minutes to think. In the cemetery, her favored place, is the body of a young local farmer hanging from a tree, a supposed suicide. But is it and why? In the course of events, Jenny meets a varied group of individuals and has many hilarious conversations with children, assorted adults, and the family dog. Hopefully we'll meet Jenny Meade again. A good rainy day read; recommended for public libraries. [Previewed in Prepub Alert, *LJ* 5/15/91.]—*Dawn L. Anderson, North Richland Hills P.L., Tex.*

Booklist, August 1991, p. 2097

★Banks, Iain. Canal Dreams. Sept. 1991. 208p. Doubleday, $19 (0-385-41814-0). Galley.
[OCLC] 90-29107

A NOVEL
CANAL DREAMS
IAIN BANKS

Banks' quirky, stylish first novel, *The Wasp Factory,* offered more than a hint that a new talent was on the horizon. The playfully subversive sf works—*The Player of Games* and *Consider Phlebas*—he has since written have done nothing to blunt that view. *Canal Dreams* wavers between past and near future, as the mind and body of young Japanese cellist Hisako Onoda come to an unusual fruition, bringing international fame after years of poverty and stifled emotions. Fame brings world tours, but Hisako's fear of flying results in boat trips and a slow touring schedule. One such trip finds Hisako in love with a younger Frenchman, an officer aboard the liner on which she is traveling. Banks delights in teasing his readers. Languid scenes of underwater diving are set against erotic reveries, and the tricky cross-cultural sallies between crew and passengers demonstrate Banks' sure way with language. The ship is soon stranded on a Panamanian lake as war breaks out. Such is the insidious level of suspense working here that the reader is almost relieved when the revolutionary forces storm the ship, commence killing, and take hostages. Naturally, Onoda is unaware that her whole life—her solitary devotions, martial-art discipline, physical waywardness, and late-blooming sensuality—have unwittingly created a killing machine. The Scots-born Banks joins Martin Amis and Ian McEwan among the vanguard of the new British subversive novelist. —*Peter Robertson*

FICTION

Banks, Russell. The Sweet Hereafter. Sept. 1991. 272p. HarperCollins, $19.95 (0-06-016703-3). Galley. **YA**
[CIP] 90-56404

Banks has made a name for himself with such darkly affecting works as *Continental Drift*. Only a writer of his stature and talent could attempt a book like this one—in which 14 children are killed in a school bus accident in Upstate New York—and make it bearable to read. As it turns out, he never convincingly accomplishes what seems to be his goal here: to portray "what happens to a town that loses its children." Part of the reason for that failure, however, is the strength of his characters, especially the four, distinctly different individuals who tell the story: we care about them as people, and we pay less attention to the group dynamics, though we do get the point that there must be someone to blame, someone to ostracize in order for the town to move on. Banks deserves applause for making us see how grief can manifest itself in countless unsuspected ways; he also earns our respect for describing the accident only once and with few horrifying details. —*Deb Robertson*

Bittle, Camilla. Dear Family. Aug. 1991. 272p. St. Martin's, $17.95 (0-312-05847-0). Galley.
[OCLC] 90-27895

A simple, bare-bones story about one family's struggle to stay together during the Great Depression. Bittle, a senior editor at *Redbook*, is self-conscious in her narration, resulting in bumpy passages that sacrifice complexity of character and plot to historical accuracy—her period details are right on target. But the unleavened quality of the story nevertheless works to the advantage of its subject by underscoring the daily oppression that the once-comfortable characters suffer under the onslaught of economic disaster. Ed Beane, a machinist, is forced to move his wife and two children from their cozy New England town to his mother-in-law's old dairy farm when he loses his job. The domineering Mrs. Howard makes life unbearable for the couple, who eventually lose their son to war, their daughter to a distant locale, and almost each other. The story neatly, if predictably, comes full circle as family tensions ease and life's sorrows mellow the couple. Interesting for its insights into social history as portrayed through a not untypical Depression-era family. —*Mary Banas*

Broome, H. B. Dark Winter. Aug. 1991. 193p. Doubleday, $14.95 (0-385-26568-9). Galley. **YA**
[OCLC] 90-26996

The reluctant gunslinger is a fairly well-worn cliché of the Old West. Luckily for readers, even faded characters can take on new luster in the hands of a craftsman such as Broome. Tom English, Broome's weary death merchant, is paired with a historical figure named Elfego Baca (in the mid-1800s, 19-year-old Baca, a would-be lawman, supposedly took on 80 gunmen in a small New Mexican town and lived to tell the tale). In Broome's hands, English is a believable hero, beset by his concerns for his young family, and Baca makes a good foil for his increasingly dour, temporary partner. Even the bad guys seem to have an admirable quality or two. Good reading for genre fans. —*Wes Lukousky*

Carroll, Jonathan. Black Cocktail. Sept. 1991. 80p. illus. St. Martin's, $13.95 (0-312-06304-0). Galley. **YA**
[OCLC] 91-19052

Ingram York meets Michael Billa shortly after York's lover dies when an earthquake collapses the gay couple's home. The huge Billa's a pretty fascinating guy, very good at telling a story, and no story is more fascinating than the one about Billa's high school friend Clinton Deix, a dangerous kid who murdered teenage Billa's nemesis and then disappeared. Not that long after Ingram and Billa meet, however, Clinton reappears, looking exactly as he did 20 years ago—like a 15-year-old. Very strange. And things get stranger—par for the course with Carroll, who remains one of the most talented realists among the dark-fantasy crowd, the kind of writer whose style screams mainstream while his plot developments yell genre. He's nothing if not readable, but in this short novel as in his last standard-length one, *A Child across the Sky* [BKL Jl 90], the fantastic stuff never gets fantastic enough to satisfy expectations. The realistic stuff's plenty good, though. —*Ray Olson*

Chase, Joan. Bonneville Blue. Aug. 1991. 183p. Farrar, $16.95 (0-374-11539-7). Galley.
[OCLC] 90-28551

A collection of 11 atmospheric short stories by an award-winning novelist, whose two previous books are *The Evening Wolves* and *During the Reign of the Queen of Persia*. Chase's naturalistic fiction contains a powerful, almost cloying immediacy, emphasizing the entrapment of her characters' gritty lives. The title story is set at the height of the Vietnam War, in a rough, rundown neighborhood filled with draft evaders, antiwar protesters, and mostly working-class couples fighting hopeless, private wars. The desperation of the central characters' lives, homemaker Irene and her mechanic husband, is symbolized by their pampered shiny blue Bonneville car, which sits on their street in constant readiness yet takes them nowhere. "The Harrier" similarly depicts emotional and environmental blight as a housewife in a small town yearns fruitlessly for sexual fulfillment in the arms of a younger man, a hippie beholden to no one. In "Crowing," a young female caretaker witnesses an astonishing, frightful display of pent-up anger by a deceptively placid and doddering old man on whom life has played its cruelest trick. Achingly moving fiction by a master of the art. Highly recommended. —*Mary Banas*

Chernoff, Maxine. Plain Grief. Sept. 1991. 221p. Summit, $19 (0-671-72463-0). Galley.
[OCLC] 91-15897

All too often, holidays fail to deliver the advertising world's promise of a blissful family scene. Chernoff, known for her earlier five volumes of poetry as well as a collection of stories, begins this first novel on Thanksgiving Day in Chicago, with the grim reality of a failing marriage being bombarded by accompanying crises that will unfold in the six-day span of time that follows. Sarah Holm, while grieving her father's recent death, has tired of silently suffering her professor husband's infidelities and has taken a lover herself. During the holiday dinner, she discovers 15-year-old Carrie has run away with her cousin, taking off cross-country on a bus trip. Deciding to follow her daughter to

BEST COPY AVAILABLE

REVIEW JOURNALS

	Book Report	*Booklist*	*Bulletin of the Center for Children's Books*	*Hornbook*	*Library Journal*	*School Library Journal*	*Wilson Library Bulletin*
Adult fiction & nonfiction		x			x		mystery
Children's fiction & nonfiction	x	x	x	x		x	x 2-10 titles
Picture books/Easy reading		x	x	x		x	x 2-10 titles
Young adult fiction & nonfiction	x	x	x	x		x	x 2-10 titles
Reference	x	x			x	x	x
Foreign language		x		x			
Paperbacks	x	reprints		reprints			
U.S. government publications		x					
Magazines					x		x
Films	x	x				x	x
Videos	x	x			x	x	x
Filmstrips	x	x				x	
Kits (slide/tape, book/tape, etc.)						x	
Computer software	x	x				x	x
Recordings	Spoken			Spoken	Spoken	Spoken	Music
Slides	x					x	
Specialized bibliographies		x		occasionally	x	x	
Articles about libraries	x			x	x	x	x
Indexed	annual	ea issue semi-annual annual	annual	ea issue annual	ea issue	ea issue annual	ea issue
Frequency	5x/year	22x/year	11x/year	6x/year	21x/year	12x/year	10/year
Subscription cost	$39/year	$56/year	$24/year	$38/year	$74/year	$63/year	$46/year

Reference Books

The cost of reference books tends to make us very cautious in selecting them. Yet, because the library is usually the only source in the community for such information, it is a very important service. Bibliographies of suggested reference books exist—some listing several hundred titles.

Librarians in Alaska have developed a couple short lists of recommended reference books. These are included in the Appendix. The smallest libraries may not want every title, but they are good basic lists from which to make selections.

Every library should have, at the barest of bare minimums a:

- general encyclopedia set, published within the last three years
- good dictionary
- almanac
- atlas
- *Alaska Blue Book*
- *Alaska Almanac/Facts about Alaska*

Other titles can be selected on the basis of the questions asked by users and by the amount and kind of library research. The librarian can talk with teachers of adult education classes and the public school in order to learn about the use they want their students to make of the library. Also important are the predominant occupations and interests in the community.

Encyclopedias

The purchase of a set of encyclopedias is a major expenditure. In a small library the set can be one half or more of the total book budget so it is a purchase to make cautiously.

Encyclopedias and other reference books are carefully evaluated by librarians. *Booklist* includes a regular column, "Reference Books Bulletin" (RBB), which is a critical evaluation of new reference books. Every few years RBB publishes a comprehensive series of reviews of English language encyclopedias published in print and in electronic format. The series of reviews can be requested through interlibrary loan.

Reference service may build slowly in a community with a new library because people are not used to going to the library for answers to their questions. It is important to purchase reference titles and to know the types of information contained in the books. Then when questions are asked, you will know where to look for answers.

AWARD WINNING BOOKS

Each year a number of books are identified as being outstanding examples of recent publications. Many of these awards are highly specialized, for example; Ohio history, science fiction, etc. The following awards, however, are of broader interest. These titles provide good lists from which to make selections:

Children's & Young Adult Books

The two oldest national awards are the Caldecott and the Newbery medals.

- **Caldecott Medal** - presented annually for the most distinguished American picture book for children published in the preceding year.
- **Newbery Medal** - an annual award for the most distinguished contribution to American literature for children published in the preceding year.

Other national awards are of more recent origin.

- **Coretta Scott King Book Award** - established in 1969, honors a Black author and a Black illustrator, and commemorates the life and work of Dr. Martin Luther King, Jr. and honors Mrs. King for her courage and determination to continue the work for peace and world brotherhood.
- **Laura Ingalls Wilder Award** - established in 1980 and presented every three years to an author or illustrator whose books, published in the United States, have over a period of years made a substantial and lasting contribution to literature for children.

- **Scott O'Dell Award** - honors a distinguished work of historical fiction for Young Adults, set in the New World, from a U.S. author and publisher.

A regional award is sponsored by the Pacific Northwest Library Association. Children in public and school libraries in Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, and Washington vote on their favorite book from a list of popular titles of good literary quality selected by librarians in these states and provinces.The list includes titles of interest to students from grade three into high school.

- **Young Readers' Choice Award** - voted upon by children in the Pacific Northwest as their best liked book published three years previously.

Each year book review editors choose the best books, in their collective opinions, of all those published during the previous year. These are published in the review journals and in other library publications.

- **Best Children's Books of 19—** and the **Notable Children's Books of 19—** are published as a combined list in the *Bowker Annual of Library & Book Trade Information*.
- **Best Young Adult Books of 19—** is also published as a combined list with **Notable Books for Young Adults** in the *Bowker Annual*.

Adult Books

- **Notable Books of 19—** is an annual list of fiction and nonfiction compiled from titles published during the year.
- **Pulitzer Prizes in Letters** honor distinguished works by American writers dealing with American themes. Awards are made in the categories of fiction, nonfiction, history, and poetry.

Questions about current award winners, or lists of award winners of previous years, can be obtained from Alaska State Library offices in Anchorage, Fairbanks, and Juneau.

READING PROMOTIONS

Media Promotion

Library staff should be aware of television and radio programs promoting children and adult reading. These programs can stimulate interest in particular titles and authors. "Reading Rainbow," a television program of children's books is an example, as is "Radio Reader," a National Public Radio program on which adult books are read aloud. Sometimes local radio stations will sponsor a read aloud program. You will want to know the title in advance, if possible. Library staff can sometimes be involved as readers on a local station, as well as work with readers in selecting titles.

Best Sellers

When selecting adult books, another useful list is the year's "Best Sellers" published in the *Bowker Annual*. A small library probably would not want to purchase all of the titles, but it is a guide to popular titles and authors. Inclusion in the best sellers list is an indication of popularity and may not reflect quality. Current best sellers are published in *Time Magazine*, *New York Times Book Review*, as well as in newspapers and other sources.

Bibliographies

The annual **Battle of the Books** list prepared by the Alaska Association of School Librarians is a good list of titles to purchase for both public and school libraries. The same can be said of the annual list of **Young Readers' Choice Award** titles. It is generally available by September of every year.

The three offices of the Alaska State Library have more extensive bibliographies useful for selection, all of which may be borrowed on interlibrary loan. The following are examples of a few titles: Gillespie, *Best Books for Children*; *The Junior High School Paperback Collection*; McBride, *High Interest—Easy Reading*; Richardson, *Magazines for Children*; Trelease, *The New Read Aloud Handbook*; Freeman, *Books Kids Will Sit Still For*, and others.

To borrow good selection bibliographies, tell the State Library staff the audience for whom you want to select, and the kinds of books you want to purchase. The most appropriate and recent title(s) will be loaned to you.

ALASKA AND THE ARCTIC

Libraries will want to collect books about Alaska, both fiction and nonfiction, and for all age groups. Books about Alaska which are published by major publishers might be reviewed in national journals, such as *Library Journal* or *Booklist*. However, there are books and pamphlets published within the state and in the northwest that are not reviewed in national publications. These are more difficult to identify and for which to obtain purchasing information.

Reviews

The Alaska Library Association has two publications which either list or review Alaska materials. These are:

Sourdough	quarterly, subscription $15
Newspoke	6X/year, included with a subscription to *Sourdough*

Subscriptions to both publications are included with membership. For further information, see Alaska Library Association in the index.

Puffin is published by the Alaska Association of School Librarians. It includes reviews of children's books about Alaska. Membership in the association includes a subscription to *Puffin*.

Some Books About Alaska Received in 19— is an annotated listing of Alaska-Arctic publications received by the Historical Library of the Alaska State Library. An asterisk, *, is used as a symbol to designate those books which are most worthy of consideration for first purchase by a small-to-medium size library. The State Library distributes this annual list to public and school libraries throughout the state.

Tracings; the Village Library Newsletter is published by the Alaska State Library. Suggested titles to purchase are included in each issue.

Alaska Journal reviews publications about Alaska and the arctic, including northern Canada.

Emergency Librarian is published in Canada and consequently is a good source of reviews about the North American arctic. Reviews of books published in the United States are included too.

Some sources to purchase publications in print about Alaska are listed below. This is not an inclusive list.

Book Cache, a bookstore with outlets in several Alaska cities

Local bookstores

Alaska Northwest Books

Baker & Taylor

Brodart

Follett

Alaska Historical Society

Alaska Native Language Center

Alaska Natural History Association

Alaska Pacific University Press

Alaska State Museum, Juneau

University of Alaska Museum, Fairbanks

Cooperative Extension, offices throughout Alaska

University of Washington Press

Out of Print

Alaskana Book Store, Anchorage

Robert Mattila, Anchorage

Shorey's Book Store, Seattle

OTHER SOURCES

School districts

Boroughs (the North Slope Borough, for example)

Native corporations

See addresses in the appendix.

State Documents

Access to government information is a policy of the state of Alaska through a program operated by the State Library.

State agencies are required to deposit multiple copies of their publications with the State Library Distribution and Data Access Center. The Center has contracts with libraries in the state to act as depositories for these publications. The intent is to have these materials readily available to citizens in communities throughout Alaska.

Municipalities and Regional Educational Attendance Areas (rural school districts) are encouraged to deposit copies of their publications with the Center also.

Libraries scattered throughout the state have applied to be Depository Libraries. They may have full depository status, that is, receive one copy of everything published by the state agencies, or a library may be a "selective depository." A selective depository library chooses which agencies' publications it wants in its collection.

The depository libraries receive the material free of cost, but they have certain obligations if accepted as a depository library. These include the care, maintenance, and organization of the materials, the shelf space to house the items, and access by the public to the materials. Quite a few feet of shelf space are required to be added for the documents every year, so becoming a depository library is not a decision to be taken lightly.

Guidelines are established about which materials must be retained permanently and which can be weeded in a few years.

The depository arrangement makes it possible for people to find state government publications near where they live. If the local library is not a depository, most items can be borrowed through interlibrary loan. Small libraries, which are not part of the depository system, gain from this program also. Additional copies of materials are frequently available, but, if particular document titles are not heavily used in the local library, the small library can discard the rarely used items knowing that the titles are available elsewhere.

A list of depository libraries for state publications follows.

Sequential List and Distribution of State Publications, July 1991

1. Alaska Historical Library (Juneau)
2. University of Alaska Fairbanks, Rasmuson Library **
3. University of Alaska Anchorage, Library **
4. Library of Congress (Washington, DC)
5. Alaska State Library (Juneau) **
6. Z.J. Loussac Library (Anchorage) *
7. Fairbanks North Star Borough Library (Fairbanks) *
8. Alaska Resources Library (Anchorage)
9. Washington State Library (Olympia)
10. Ketchikan Public Library (Ketchikan)
11. Sheldon Jackson Library (Sitka)
12. Northwest Community College, Learning Resources Center (Nome)
13. A. Holmes Johnson Library (Kodiak)
14. Kenai Community Library (Kenai)
15. Kuskokwim Consortium Library (Bethel)
16. National Library of Canada (Ottawa)
17. University of Washington (Seattle)
18. University of Alaska Southeast (Juneau)

* = Regional Resource Library

** = Regional Research Library

"HOW TO" BOOKS

Libraries have many demands for books dealing with practical skills; for example, home building and maintenance; auto, truck, and snow machine repair; cookbooks; needlework; log cabin building, energy efficient homes, etc. Some publishers publish only books about technical and practical skills. Other publishers, such as McGraw Hill, have a few technical titles among a large number of titles.

The publishers listed below specialize in books of practical skills. Catalogs are available upon request.

American Technical Publishers
1155 West 175th Street
Homewood, IL 60430

Audel (Macmillan)
866 Third Avenue
New York, NY 10022

Chilton Book Company
Attn: School & Library Dept.
201 King of Prussia Road
Radnor, PA 19089-0230

Clymer Publishing
(Division of Intertec)
P.O. Box 12901
Overland Park, KS 66212

Cooperative Extension Service
University of Alaska Fairbanks
Fairbanks, AK 99775

Easi-Bild Directions Simplified
529 North State Road
Briarcliff Manor, NY 10510

Intertec Publishing Corporation
Department 200
P.O. Box 12901
Overland Park, KS 66212

Mitchell International, Inc.
P.O. Box 26260
San Diego, CA 92126-0260

Motor
555 West 57th
New York, NY 10019

Nolo Press
950 Parker Street
Berkeley, CA 94710
(Law for the layman)

Rodale Press, Inc.
33 E. Minor Street
Emmaus, PA 18098

Sterling Publishing Co., Inc.
387 Park Avenue, South
New York, NY 10016-8810

Sunset Books/Lane Publishing
80 Willow Road
Menlo Park, CA 94025-3691

TAB Books, Inc.
P.O. Box 40
Blue Ridge Summit, PA 17294

LEASE PLANS

An alternative to buying new books for the library is to lease them. If a library is small and crowded with little shelf space, leasing is a means of having new books without keeping them permanently in the collection.

A lease plan works like this. A contract is signed for a certain number of books, or for points which are exchanged for books. A collection of 100 or more books, depending on the contract, is placed in the library. Each month the librarian selects from a list as many new books as agreed by the contract. In turn, about the same number of books are mailed back—or they may be purchased at a greatly reduced price. This service keeps new books arriving in the library each month.

The books arrive completely processed and ready for the shelves, including card sets for the card catalog.

The plans are expensive, from about $600/yr. to several thousand dollars a year, but the library obtains current books which need not be added to the collection. When shelf space is limited, this can be an asset. Some librarians report that the leased books are the most popular reading of adult borrowers because the lease plans include best sellers.

Baker & Taylor's "Book Leasing System" and Brodart's "McNaughton Book Service" are well-known book leasing services. Each firm has several plans available in a range of prices. For names of libraries in Alaska which have contracts for one of these plans, contact one of the State Library offices.

BOOK CLUBS

Libraries can be members of book clubs so that new titles will be added to the collection each month. Some book clubs sell books only in a particular subject field such as birds, computers, electronics, engineering, cooking, law, mysteries, photography, poetry, science fiction, etc. Other clubs sell books of general interest, with emphasis on fiction. Book-of-the-Month Club and Literary Guild are examples of general interest book clubs.

Juvenile book clubs usually specialize in particular age groups, grades, or reading levels; for example, grades 2-3, 4-6, beginning readers, primary (ages 4-7), etc.

Book clubs have advantages and disadvantages. They do bring current publications into the library, an important service. However, the titles offered may not be those you would select for your library collection. Another disadvantage is that announcements of selections may arrive so close to the shipping date that there is no opportunity to reject a title not wanted. Returns and credits may be difficult, if not impossible. The books may be abridged versions, rather than the original story. Some clubs restrict their selections to one publisher. This limits the available titles from which choices are made.

In making a decision whether to join a book club:

1. Write for complete information before enrolling the library.
2. Try to get the name of another library which is a member so you can check with the staff about its satisfaction with the selections and the service.
3. Find out the minimum length of time required for membership. If you are not pleased with the service or the selections, you will want to cancel membership as soon as possible.

Lists of adult and of children's book clubs and their addresses are published in the *Literary Market Place*. Photocopies of these pages can be requested through interlibrary loan if you'd like to write to some of the clubs.

PAPERBACKS

Paperbacks are some of the most popular books in many libraries, yet information about new titles published in paperback can be difficult to obtain.

Quality titles for children and young adults are featured in some of the catalogs of The Bookmen, Inc. The paperbacks are listed by grade levels, reading interests, and series, and there is a High-Low reading list. Write to the company and request to be placed on the mailing list. The address is listed in the appendix.

Brodart and Baker & Taylor both have paperback purchase plans. Brodart's plan allows library staff to select titles from an annotated list. In Baker & Taylor's plan, the titles are preselected.

Hornbook has a regular column of "Recommended Paperbacks."

Paperback Exchange

Evaluation and selection usually are not applied to a paperback **exchange** collection.

A paperback exchange is a **trade** of paperback books. People bring paperback books which they have read to the library and exchange them for paperback books that other people have brought to the library. The library does not usually evaluate these books because they are not intended to become part of the library's permanent collection.

The books can be examined to make sure the covers are intact, and that pages are not falling out, particularly the ending. In many libraries the staff does not check the books at all. The library users shelve the books they bring in, and choose books to read that someone else has brought to the library. The books can be shelved in a hallway or arctic entry so that the paperback exchange is available when the library is closed.

If there is a children's paperback exchange, the library staff will probably want to separate adult and children's paperbacks.

The library will probably want a count for statistical purposes of the number of paperbacks people take to read.

BOOKS — ORDERING

Selection of books should be done on a continuing basis. Careful selection is a time consuming procedure and shouldn't be squeezed into a few days. Ordering monthly or at least four times a year makes a more even work flow. The information necessary for ordering can be written on a piece of paper and filed until the actual time of ordering. A final screening and selection is done at the time of ordering, when the cost of the books must be compared to the money available in the budget.

Generally, the larger the library materials budget, the more frequently orders are placed. A good practice is to keep new materials arriving in the library every month or two. This maintains the interest of library users and contributes to the efficient operation of the library.

Another reason to place orders throughout the year is to insure expenditure of the budget within the fiscal year. This is a legal requirement of state and local governments. If budgeted funds are not spent, the library loses those monies. Last minute orders at the end of the fiscal year create heavy work load pressures and should be avoided, if possible. Making good selection choices takes time, and delaying purchasing until near the end of the fiscal year can make it difficult to find the time to choose carefully.

Purchase Orders

Municipalities use purchase orders when ordering materials or equipment of any type. These are forms which inform a vendor (seller) that the purchase is authorized and the monies encumbered. The vendor knows that payment will be made when the order has been received and examined by the buyer.

Standing Orders

A standing order is an agreement with a publisher or with a book jobber to:

1. Purchase certain titles every time a new edition is published or
2. Purchase every book in a series

It is similar to a subscription, only the order is for books instead of magazines. Libraries can use a standing order for key reference books, such as an almanac, annuals of a professional society, *Statistical Abstracts*, etc.

CAUTION — The smaller the library budget, the more cautious one should be about committing funds in advance. Standing orders are a useful service, but you must be sure the titles are needed, and that there will be sufficient funds in the budget to buy them **plus** the other titles you want to add to the library.

Open Purchase Order

In some instances a library may establish an Open Purchase Order with a jobber. A purchase order is written for a certain amount of money, and the funds are then deposited with the jobber. **Orders throughout the year use the same purchase order number**. Materials are checked in, as with any order, and when the invoice is approved for payment, money is subtracted from the account.

Books in Print

Books in Print (or BIP—Bee Eye Pea, as it is known) is the source to verify the information needed to order books. Price, publisher, author, title, publication date, Library of Congress card number, ISBN number (International Standard Book Number), and binding are listed for titles included in *Books in Print*. If a book is available in both paperback and hard cover, this reference set lists each price. If more than one edition is available, or a title is available from more than one publisher, this reference set is the source of that information.

Books in Print (BIP) is a multivolume set; three volumes each for authors and titles, four volumes for subject listings, plus a thesaurus of subject headings, and a publisher's volume listing addresses, telephone numbers, FAX numbers, and other useful information. There is a *Paperbound Books in Print* too. BIP is an expensive set for a small library, and it is revised annually. The Regional Resource Libraries in Anchorage, Fairbanks, and Juneau recycle superseded editions to small libraries. Libraries can contact their Regional Coordinator to inquire about the availability of a superseded edition of BIP. Also, check with a local library; for example, the public school might have a copy to recycle.

HARD COVER OR PAPERBACK

One decision that needs to be made is whether to purchase hard cover or paperback books, or both. Several factors should influence the decision:

1. **Popularity of the format**; do people prefer to check out a paperback or a hard cover book? Teenagers seem to prefer paperbacks, as do people who work in occupations requiring travel; for example, trapping or fishing.
2. **Life of the book**; that is, will the subject be outdated in a year or two? Is the author well known or one whose earlier books are still being read? Topics in science, space and computers; for examples, may become outdated in two to three years. In contrast, a history book may be accurate and useful for a span of 10 or more years.
3. **Popularity of the title**; is it likely to get heavy use? Is more than one copy needed, at least for a few months?

Some Alaska libraries purchase most of their fiction in paperback or purchase needed duplicates in paperback, if available in that format. Best sellers usually are not immediately available in paperback. The paperback editions are released a few months later.

Quality fiction borrowed one or more times each year might be in hard cover.

Picture books can get lots of use, and libraries should buy them in hard cover or else they get very worn and torn, very soon. The same can be said of popular juvenile titles. Juvenile books don't really get "read out" the way adult books do because every few years brings a new group of children of the ages to appreciate those books.

Good nonfiction might be purchased in hard cover and in paperback, and reference books might be a mixture of hard cover and paperback. Many standard reference titles are only available in hard cover. Each library has different needs. The important thing is to have a reason for each decision about the durability of the book cover.

Paperback Purchasing

Major book jobbers stock both paperbacks and hard cover editions. Brodart has a McNaughton Paperback Plan for the purchase of paperbacks. A library contracts for one of several options. The contract includes a basic collection of 100 to 1,000 books and an annual point allowance to be used for new titles. The number of points the library receives is based on the contract costs. Additional options have to do with bindings and processing. An annotated list is sent each month from which to make selections.

Baker & Taylor's paperback plan provides the library with a set number of books each month. The titles are preselected, and some of the selections seem to be based on cost rather than quality. Contact a State Library office for more information on these plans.

BOOK JOBBERS

Library books are produced by many publishers. It is possible to order from each publisher, but ordering is simpler and less expensive when libraries order through a book jobber (vendor). A book jobber sells books from many publishers and at a discounted price. The advantages to the library and to the business office are that orders are placed to fewer firms. There are fewer invoices to process, fewer payments to be made, and communication is centralized.

Discounts offered by jobbers vary, usually between 15-35% off the list price. Several factors effect the discount. These include the total amount of money the library spends with a jobber; whether the book is a paperback or hard cover; whether it is a reference, textbook, or trade book; the number of copies of the same title, etc.

Three of the largest book jobbers in the United States are: Baker & Taylor, Brodart, and Follett.

1. **Baker & Taylor Company** sells books for all age levels from over 6,000 publishers and stocks over 100,000 titles. Its western office and warehouse are in Nevada. Preprocessing is available when books are ordered. The firm does not sell processing kits alone.
2. **Brodart** is another major supplier of books for all age levels. Preprocessing is available, and the firm will sell "kits only" for titles which are already in the library collection. (See also Catalog Card Corporation of America in the index; the address is in the appendix).
3. **Follett** specializes in books for children through young adult. Shipping is free. Preprocessing is available.

Each of these firms has a sales representative whose territory includes Alaska. The sales representatives are valuable contacts. They can answer questions, help solve problems, and provide information and catalogs. Sometimes the representatives have posters or other freebies to give away.

Book Jobbers' Services

Some factors the librarian needs to consider when selecting a jobber (vendor) are:

- Whether preprocessing is available, and whether it meets national standards
- Suitability of the jobber's stock to the library's clientele; for example, some jobbers stock only children's books. This is satisfactory for a school library but does not meet the needs of a public library serving all age groups.
- Speed with which orders are filled
- Percentage of discount
- Number of publishers stocked
- Number of titles supplied by a jobber from a typical order
- Billing and reporting procedures; the degree to which the library can specify its own requirements
- Accuracy of bills and reports; speed with which errors or problems are corrected

- Whether shipping charges are paid by the jobber or charged to the library

Encyclopedia sets and subscription books are not sold by jobbers, but must be ordered from the publishers. Examples of subscription books are the standard catalogs mentioned earlier in this chapter.

ORDER SCHEDULES AND PURCHASE ORDER CLOSING

A jobber may have several order schedules from which a library may choose. The business officer and librarian together should select the schedule best meeting their needs. Examples of ordering schedules are:

- First shipment within 30 days, back orders weekly until the closure of the purchase order in 60 days
- First shipment within 30 days, second shipment at 60 days, final shipment and closure of the purchase order in 90 days
- One shipment only; orders not filled are cancelled and purchase order is closed
- Two shipments only; first in approximately 45 days, second and closure of purchase order in 90 days

ORDERING WITH COST LIMITATIONS

Some libraries put cost limitations on every purchase order to more evenly spread the purchasing throughout the year. Other libraries only apply cost limits near the end of the fiscal year so as not to overspend the budget.

The vendors' sales representatives recommend a library overencumber an order by 40%. That means if the library wants to spend $100 on an order, the total list price of the books should equal about $140. This will allow for the discount and for titles which may be out of print or out of stock, and, therefore, unavailable.

To avoid over-expending the materials budget, use a phrase like one of these:

"Not to exceed $_____, including preprocessing." **or**

"Fill to $ _____, to include preprocessing, shipping, and handling."

Insert in the blank space the amount of money you want to spend. The above phrases help to pacify nervous business officers responsible for the budget, and keeps some of them from having a heart attack on the spot.

PREPROCESSING SERVICES

Preprocessing is the preparation of the books by the jobber so that the books are almost "shelf ready." The catalog cards come with the books, the pockets and book cards are glued in or at least included, the spine label is on the book, and the plastic jacket (mylar) is applied. The librarian needs only to make the necessary inventory record and to apply the ownership stamp.

Preprocessing by the jobber is less expensive than local cataloging and processing because of the high degree of automation the book jobber uses. Another advantage is that cataloging meets national standards. A library user then will find the same information about a title in the library's catalog as in the *Alaska Library Network Catalog*.

PREBINDING AND BINDING

Binding is a process of either applying a new cover to a book or laminating the existing cover. Laminating allows the original cover to be visible.

PREBINDING

Prebinding means that a more durable binding has been applied before the book is received or circulated by the library. Prebinding is used for paperback books when a more permanent binding is desired.

The prebinding process has several names depending on which firm is used:

Baker & Taylor - Cover Up
Brodart - Guardian
Follett, Hawaii Binding - Duraclad
Perma Bound - Perma Bound

Catalogs of Perma Bound and Guardian Bound books, for preschoolers through young adults, are available from the firms listed above.

Buying prebound sets of books should be avoided. All the titles in a preselected set are not of equal quality, and the library will get some titles that are not well written, nor popular with readers. There is the added disadvantage that the sets all look alike. People don't wear exactly the same clothes as everyone else—nor do we want our books to be always uniform. Sets make library shelves look dull instead of appealing.

BINDING

Worn hard cover books that the library wants to retain in the permanent collection, and which cannot be replaced, usually can be rebound. The books should not have any missing pages and the paper should be in good condition. The center margin between the pages of print should have at least 1/2 inch of white space. Scotch tape or other sticky tape should not have been used for mending in the center margin. Two binding firms are: College Place Bookbinders and Hawaii Library Binding Services. Their addresses are in the appendix.

FORMS

Orders can be sent to Jobbers in several different ways. Some Jobbers can receive orders by a computer with a modem. Most libraries send their orders as a purchase order with a list or multiple copy order forms attached.

Multiple Copy Order Forms (MOF's)

The advantage of using a MOF is that the library can have one or more copies of the form on file. One copy can be filed in the card catalog to inform library users that a title is on order. Other copies can go in an order file, to the business office, etc.

Invoices and Packing Slips

Two items are sent by the jobber with a book order:

1. A **packing slip** is enclosed in the box of books. If a large order requires several boxes, there is still only one packing slip. The mailing label or a notice stamped on one of the boxes may say "Packing slip enclosed" or "Invoice enclosed." If an order requires several boxes, they are numbered so that you can tell whether all of them have arrived. An example of the numbering for three boxes is: 1 of 3; 2 of 3; 3 of 3.
2. The "**Invoice**" is the bill for the books. Some firms include a copy in the box, or in an envelope under the mailing label. Other firms send the invoice in a separate envelope.

Usually the packing slip is a carbon copy of the invoice. The cost information may be blacked out on the packing slip so that costs cannot be read, but cost information is shown on the invoice.

The packing slip or invoice must be checked against the books in the order. This is to confirm that the invoice is correct so that payment of the bill is authorized.

Information about checking in an order is included in Chapter III.

BOOKS — PROCESSING

Processing is the procedure of preparing a book for the library shelves. New purchases can and should be ordered preprocessed from major book jobbers, such as Baker & Taylor and Brodart. Preprocessing means that the processing has been done before the book is received in the library.

Processing involves several steps:

1. Pasting or gluing in the book pocket and date due slip
2. Applying the mark of ownership on the book
3. Marking the spine of the book with the classification number or the reading level designation for fiction (E, J, Y, 567.9, F or FIC, etc.)
4. Covering the book jacket with a clear plastic (mylar) jacket, if desired. The plastic jacket protects the paper cover and adds to the attractiveness of the book. Library users like book covers because they tell a little about the story or the contents and about the author.

Preprocessing Specifications

Preprocessing services allow a library to give instructions to the book jobber on where to place the book pocket (front or back of the book), the length of classification numbers, the markings for fiction, and other options. The specification sheet is also called a profile and is sent to the jobber with the first book order. It remains on file for all future orders. Only if a revision is desired does the library need to submit a new specification sheet. The library should keep a photocopy of the specification sheet on file.

A good rule to follow in determining specifications for the library is to **be consistent**. If three letters are used for author designations, use three letters for all adult, juvenile and picture books.

The Dewey Decimal classification numbers are all in hundreds (100, 200, 500, 900, etc.) except for the option of using B, or 92, or 920, 921, 922, to 928 for biography. The use of 92 is inconsistent because it is two numbers instead of three. The letter "B" is inconsistent with the Dewey numbering for nonfiction. The training of students, employees, and library users is easier if the numbering sequence is the same throughout the collection. Consistency in numbering makes rearrangement of the library easier too because there are fewer special collections which require separate locations. This issue is discussed more fully in Chapter V.

CLASSIFICATION

The purpose of classification is to organize library materials so that like topics or subjects are grouped together. The classification scheme must organize materials in a consistent and systematic order. Classification has been compared to having house numbers, but many small towns in Alaska do not have house numbers so the comparison then is not very meaningful. Classification is explained more fully in Chapter V.

A library may choose either the Dewey Decimal or Library of Congress (LC) classification system for nonfiction. Most small libraries and school libraries use the Dewey Decimal classification system. (See "classification" in the index for more information).

SUBJECT HEADINGS

Another choice in selecting specifications are those of subject headings. Major firms, such as Baker & Taylor, Blackwell-North America, Brodart, and Card Catalog Corporation of America, use the MARC (Machine Readable Cataloging) computer tapes produced by Library of Congress. Some smaller firms providing free catalog cards do not follow these national standards.

The specification sheets allow a choice of Sears or LC subject headings. The *Alaska Library Network Catalog* (ALN Cat) uses Library of Congress subject headings from the MARC computer tapes. It is recommended that all Alaska libraries use the LC subject headings as an aid to library users. The libraries whose holdings are listed in the ALN Catalog use LC subject headings, so the local library will be following practices used statewide. Consistency is again important.

CARD AND POCKET

Specification alternatives allow the library to choose the location of the card and pocket. Be consistent! Choose either the front or the back flyleaf and have all the books processed the same way.

Library users tend to present books for check out with the covers facing up. Therefore, it requires less lifting and turning the books if the cards and pockets are placed on the front flyleaf.

Copies of the specification sheets for B & T, Brodart, Card Catalog Corporation of America, and Follett are included in the appendix.

If you have questions about completing the forms, call one of the State Library offices for assistance.

Processing Kits

What about books already in the library collection? Processing kits can be purchased for books already in the library collection. A processing kit is needed when there is no record of a library book in the shelf list or in the card catalog, the cards are hand written, or the cataloging does not conform to national standards. The library can purchase kits for most of these books. The value of the service is that you can obtain cataloging that meets national standards and is consistent with the *ALN Catalog*.

The difference between a processing kit and having books preprocessed is in the amount of work the library staff must do. In using a kit, the labels must be applied to the book, to the book card, and to the pocket, and the pocket pasted in the book.

A firm specializing in producing processing kits is Catalog Card Corporation of America

This company does not sell books, only processing materials. The address is included in the appendix, and a copy of a specification sheet is included in Appendix IV.

CATALOG CARD SETS

Processing kits for books published prior to 1968 may not be available through commercial firms. Catalog card sets for older titles can be purchased from the Library of Congress. A catalog card set differs from a processing kit in that it contains only the catalog cards. It will not have a book card, a pocket, or a spine label. Those must be produced locally.

Some information from LC is included in the appendix and further information, if needed, is available from the State Library offices.

Libraries should evaluate older titles before deciding to purchase catalog cards. Many older titles are outdated or in poor condition and should be discarded from the collection. No absolute rule can be made, however. An older title may be a classic still read and enjoyed. Or the title may be Alaskana, or a serial which began publication a number of years ago. Just don't go to the expense and time of obtaining cataloging information if the book is not of value to the collection.

PERIODICALS

While older information can be obtained from books, for current information magazines and newspapers must be used. These publications are called "periodicals." Periodicals are publications issued at intervals, such as a daily newspaper, or a weekly or monthly magazine.

In selecting periodicals the librarian must consider:

- local interests
- informational and research needs
- availability of indexing

When selecting other materials, we searched for reviews or bibliographies of recommended titles. The search is similar for periodicals. Reviews and lists of recommended magazines and journals are fairly easy to find. Recommendations about which newspapers to purchase are more elusive.

Periodical Reviews

Evaluations and reviews of magazines are published, just as they are for books. An excellent source for evaluating and selecting magazines is: *Magazines for Libraries*.[1] In this book, magazines are grouped by subject so it is easy to compare magazines about a particular topic or subject. Frequency of publication, price and audience level (elementary and junior high school, high school, adult, academic, etc.) are given. Beginning each section is a list of magazines which the editors believe to be **priority** purchases in that subject field. See the sample page reproduced on page IV-21.

The topic is "Fishing, Hunting, and Guns."[2] After the introduction is a listing of basic periodicals by audience. "Ejh" (elementary and junior high school ages) has four titles listed. "Hs" (high school) lists five titles. "Ga" (general audience) lists five titles, and "Ac" (academic or special interest) lists six titles.

Sources of the abstracts and indexes are listed; one of which is the *Readers' Guide to Periodical Literature*. The first entry is for the *American Handgunner*, and much information about the title is given. It tells the year it began, 1976; "bi-m" means that it is published every two months, and the subscription price is given, $14.75. The publisher and the publisher's address are listed. The abbreviations state that it is illustrated (Illus.), advertisings is accepted (adv.), the circulation is about 135,000, and the publisher will provide a sample copy upon request. Last the audience is listed, a general audience, and one with special interests (Sa). We know that this particular title is not indexed because the title of the index is not given.

Periodicals — Selection

In selecting periodicals for the library, consider:

Is the periodical indexed?

Is the title recommended in reviews?

Does the periodical meet the informational or educational needs and interests of the community?

Does its topic duplicate other periodicals in the collection?

Are the facts, information, and articles accurate, objective, and unbiased?

If not unbiased, are there other periodicals in the collection which state a differing point of view?

Is the price reasonable and within the library budget?

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[1] Katz, Bill and Linda Sternberg Katz, *Magazines for Libraries*, 6th edition (R.R. Bowker, 1989).

[2] Ibid, p. 476–477.

From: Katz, Bill and Linda Sternberg Katz, *Magazines for Libraries*, 6th edition (R.R. Bowker, 1989).

800. Vol. ends: Dec. Microform: UMI. Reprint: UMI. *Indexed:* ChemAb. *Aud:* Ac, Sa.

A technical journal directed to people interested in fire prevention but who are not involved in research or experimentation. Articles report the results of studies on consumer products and the role they play in starting and fighting fires. Other topics include types of fires and the methods to prevent and fight these fires. The authors are professors and scientists, many with advanced degrees in fire sciences. A technical background, especially in chemistry, is essential for the comprehension of the articles and their supporting charts and tables.

■ FISHING, HUNTING, AND GUNS

See also Environment, Conservation, and Outdoor Recreation; and Sports Sections.

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Introduction

Fishing, hunting, and shooting are enjoyed by millions of Americans of both sexes and nearly all ages. The appeal and interest range from the child with a worm and a pole to the adult professional in any of these three areas (e.g., 60 million Americans own firearms). As a result, libraries (urban and rural, school, public, and academic) should have a good selection of titles in these areas. The fifth edition of *Magazines for Libraries* noted that the indexing situation in this section was very limited. The two titles in the *Readers' Guide to Periodical Literature* (*Field & Stream* and *Outdoor Life*) had been joined by *Sports Afield* covered in *Access*, plus two others for a total of five titles that were indexed. This situation has improved somewhat, not only in numbers of titles indexed but also in the number of indexes covering them. Of the 36 titles reviewed below, ten are indexed in one or more of six indexes. Still, this may be a major reason that so few libraries subscribe to many of these titles despite circulation figures that can be impressive. The circulations of ten of these magazines surpass 200,000; four are well over one million (*American Hunter, American Rifleman, Field & Stream, Outdoor Life*).

Besides being of use in these subject areas, many of these titles provide valuable information in other areas. The thorny issue of gun control and firearms regulation, both state and national, is a major concern that occupies a great deal of attention here, in factual as well as subjective presentations not found in more readily available library titles. Perhaps as a reflection of societal changes, there is increasing evidence of women in the pages of these magazines, both as participants in hunting, fishing, and shooting activities and as authors and editors in this traditionally male-dominated area. Evidence of another change may be seen in the growing number of reviews and recognition of outdoor videos. In addition, there is much of value in these magazines concerning conservation and outdoor recreation. American sportsmen and sportswomen have played a major historical role in the development of wildlife legislation, conservation laws, and the establishment of state and federal parks and refuges. Their continued concern—emotional, intellectual, and financial—is reflected in the pages of these magazines.

Although collectors' journals, dog magazines, and others too specialized for attention here have been omitted, some state and regional magazines have been included as examples of the many valuable publications available from these sources. Some come from commercial publishers, some are put out by state wildlife agencies; many are inexpensive, some are even free. Every library should have at least one of these for its region, and the better titles have considerable value even beyond the immediate region (e.g., *Pennsylvania Game News, Western Outdoors*).

In spite of the limited indexing available, libraries of all types should seriously consider adding more of these titles to their collections. The readers' interest is quite clear, and the value of these publications is obvious.

Basic Periodicals

Ejh: *Field & Stream, Fur-Fish-Game, Outdoor Life, Sports Afield;* Hs: *Field & Stream, Fur-Fish-Game, Outdoor Life, Petersen's Hunting, Sports Afield;* Ga: *Field & Stream, Guns and Ammo, In-Fisherman, Outdoor Life, Sports Afield;* Ac: *American Rifleman, Field & Stream, Gray's Sporting Journal, Guns and Ammo, Outdoor Life, Sports Afield.*

Basic Abstracts and Indexes

Access, Consumer Index to Product Evaluation, Magazine Index, Readers' Guide to Periodical Literature, Sports Periodical Index.

2913. ***American Handgunner.*** 1976. bi-m. $14.75. Cameron Hopkins. Publishers Development Corp., 591 Camino de la Reina, San Diego, CA 92108. Illus., adv. Circ: 135,000. Sample. Vol. ends: Nov/Dec.
Aud: Ga, Sa.

The emphasis here is on competition shooting, including a running debate between the gamesmen (pistol match competitors) and the martial artists/realists, plus news from the International Practical Shooting Confederation (IPSC). Reviews and technical reports cover particular guns and holsters. There are also features on personalities, both shooters and gunsmiths, and articles on custom modifications. Columns include hunting, handloading, and industry news, plus an interesting, more philosophical one called "Cop Talk" and another on factual accounts of armed confrontation. Most libraries may find it too specialized in appeal compared to the broader coverage of guns in such titles as *Guns and Ammo* or *Shooting Times*, but if the interest is there, this is a good choice.

2914. ***American Hunter.*** 1973. m. Membership, $20. Tom Fulgham. Natl. Rifle Assn. of America, 1600 Rhode Island Ave. N.W., Washington, DC 20036. Illus., adv. Circ: 1,400,000. Sample. Vol. ends: Dec.
Aud: Hs, Ga.

Members of the National Rifle Association of America may receive this title in place of, or in addition to, the basic

BEST COPY AVAILABLE

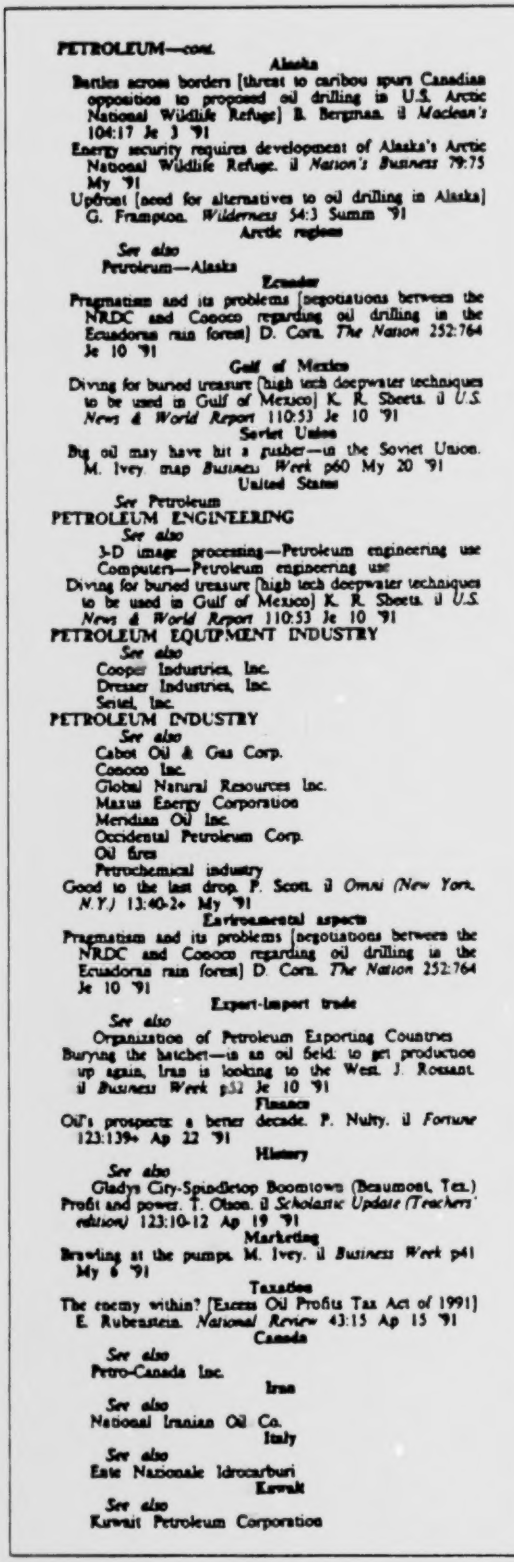
Periodical Indexes

It can be time consuming to search several years of back issues of magazines or newspapers for a particular topic or article. A **periodical index** solves that problem. It identifies articles by subject, and author. It tells in which magazine or newspaper the article appeared, the date of publication, and the pages on which the article appeared. Two useful periodical indexes for magazines are:

- *Readers' Guide to Periodical Literature*
  $170/year, published 17x/yr. Two hundred magazines are indexed by subject and author.
- *Abridged Readers' Guide to Periodical Literature*
  $85/year, published 9x/yr. Sixty-five of the magazines indexed in the *Readers' Guide* are indexed by subject and author. The market for this title is primarily small schools

In choosing between the two indexes, the librarian must consider the research needs at the present and in the future. The *Readers' Guide* costs about twice as much as the abridged edition, but it indexes about three times as many magazines and is published much more frequently. Though a library may not subscribe to many of the magazines indexed in the *Readers' Guide*, needed articles can be requested through Interlibrary Loan.

Look at the subject "Petroleum" in the next column. The three article at the top of the page are about oil drilling in Alaska. The *Readers' Guide* has given complete information to find the articles if the library has subscriptions to *MacLean's*; *Nation's Business*, and *Wilderness*. If the library does not subscribe to one or more of these magazines, the articles could be requested on interlibrary loan. The title of the magazine is given, the date, the volume and page numbers of the article, and the name of the author.



PETROLEUM—cont.

Alaska

Battles across borders [threat to caribou spurs Canadian opposition to proposed oil drilling in U.S. Arctic National Wildlife Refuge] B. Bergman. il *Maclean's* 104:17 Je 3 '91

Energy security requires development of Alaska's Arctic National Wildlife Refuge. il *Nation's Business* 79:75 My '91

Upfront [need for alternatives to oil drilling in Alaska] G. Frampton. *Wilderness* 54:3 Summ '91

Arctic regions

See also

Petroleum—Alaska

Ecuador

Pragmatism and its problems [negotiations between the NRDC and Conoco regarding oil drilling in the Ecuadoran rain forest] D. Corn. *The Nation* 252:764 Je 10 '91

Gulf of Mexico

Diving for buried treasure [high tech deepwater techniques to be used in Gulf of Mexico] K. R. Sheets. il *U.S. News & World Report* 110:53 Je 10 '91

Soviet Union

Big oil may have hit a gusher—in the Soviet Union. M. Ivey. map *Business Week* p60 My 20 '91

United States

See Petroleum

PETROLEUM ENGINEERING

See also

3-D image processing—Petroleum engineering use
Computers—Petroleum engineering use

Diving for buried treasure [high tech deepwater techniques to be used in Gulf of Mexico] K. R. Sheets. il *U.S. News & World Report* 110:53 Je 10 '91

PETROLEUM EQUIPMENT INDUSTRY

See also

Cooper Industries, Inc.
Dresser Industries, Inc.
Seitel, Inc.

PETROLEUM INDUSTRY

See also

Cabot Oil & Gas Corp.
Conoco Inc.
Global Natural Resources Inc.
Maxus Energy Corporation
Meridian Oil Inc.
Occidental Petroleum Corp.
Oil fires
Petrochemical industry

Good to the last drop. P. Scott. il *Omni (New York, N.Y.)* 13:40-2+ My '91

Environmental aspects

Pragmatism and its problems [negotiations between the NRDC and Conoco regarding oil drilling in the Ecuadoran rain forest] D. Corn. *The Nation* 252:764 Je 10 '91

Export-import trade

See also

Organization of Petroleum Exporting Countries

Burying the hatchet—in an oil field: to get production up again, Iran is looking to the West. J. Rossant. il *Business Week* p52 Je 10 '91

Finance

Oil's prospects: a better decade. P. Nulty. il *Fortune* 123:139+ Ap 22 '91

History

See also

Gladys City-Spindletop Boomtown (Beaumont, Tex.)

Profit and power. T. Olson. il *Scholastic Update (Teachers' edition)* 123:10-12 Ap 19 '91

Marketing

Brawling at the pumps. M. Ivey. il *Business Week* p41 My 6 '91

Taxation

The enemy within? [Excess Oil Profits Tax Act of 1991] E. Rubenstein. *National Review* 43:15 Ap 15 '91

Canada

See also

Petro-Canada Inc.

Iran

See also

National Iranian Oil Co.

Italy

See also

Ente Nazionale Idrocarburi

Kuwait

See also

Kuwait Petroleum Corporation

BEST COPY AVAILABLE

- *Children's Magazine Guide*

  $33/year, published 9x/yr. Forty-one periodicals are indexed for children from preschool through grade three; and nine professional periodicals of interest to librarians and to teachers.

NewsBank

It is difficult to find articles in magazines without an index. It can be impossible to find a newspaper article published several weeks or months previously without an index.

NewsBank is an index to newspapers from over 450 cities. Full-text articles of value for research are reproduced on microfiche each month. The articles on microfiche are organized into broad categories; for example, environment, health, welfare and social problems, etc.

A printed index is published monthly, and cumulated quarterly and annually. Five Alaska cities have newspapers included in the index: Anchorage, Fairbanks, Juneau, Kenai, and Ketchikan. This is a good source for local viewpoints on issues such as oil development, the Alaska Native Claims Settlement Act, the Permanent Fund, native sovereignty, the Arctic National Wildlife Refuge, and similar topics.

ALASKA PERIODICALS

Periodicals specific to Alaska are in demand, and some titles should be purchased even though they may not be indexed. A partial list of titles follows.

A basic list of periodicals for small libraries is included in the appendix. It includes news magazines, sports, hobbies, family, and various other types of magazines. Most of them are indexed in the *Readers' Guide to Periodical Literature*, the *Abridged Readers'Guide*, or *Children's Magazine Guide*.

If the library cannot afford to subscribe to all of the titles, let your knowledge of the interests and needs of local residents be the deciding factors in making selections for the library.

ALASKANA

BASIC PERIODICAL LIST FOR SMALL LIBRARIES

Most of the following Alaskana periodicals are available through subscription agencies like Ebsco or Faxon. Prices are 1991 subscription costs.

Magazines:

Alaska Magazine	$21/year
Alaska Business Monthly	$21.95/year
Alaska Farm & Garden	$18/year
Alaska Fish & Game	$ 6/year
Alaska Fisherman's Journal	$12/year
Alaska Geographic	$39/year
Alaska History Alaska Historical Society 524 W. Fourth Ave., Suite 205 Anchorage, AK 99501	$10/year
Alaska Land & Home	$18/year
Alaska Medicine	$30/year
Alaska Outdoors Magazine	$12.95/year
Mushing	$15/year
Western Flyer (Incorporates Alaska Flying and Sport Flyer)	$15/year
Alaska Trapper (irregular) 3560 Ida Lane Fairbanks, AK 99709	$25/yr

Newspapers:

Anchorage Daily News	$155/year
Anchorage Times	$153/yr
* Sundays only	$ 57/yr
Fairbanks Daily News Miner	$167.50/yr
Juneau Empire	$104/yr
Tundra Drums	$20/yr
Tundra Times	$25/year

Periodicals — Ordering

Subscription agencies do for the purchase of magazines and newspapers what jobbers do for books. Orders are centralized for periodical subscriptions. Instead of separate orders and invoices for each magazine and newspaper, the library can place **one order** to a subscription agency and subscribe to many periodicals.

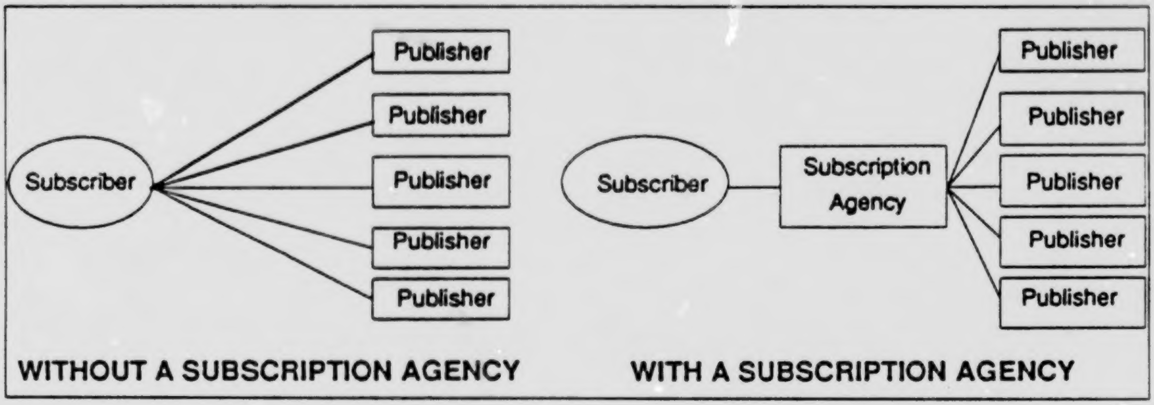
SUBSCRIPTION AGENCIES

The subscription agency takes the library's list and places a subscription order to each publisher for every title the library wants. **Issues of the magazines and newspapers are mailed to the library**, not to the subscription agency.

Of the services offered by subscription agencies, two deserve particular mention.

Claims - Forms are provided by the agencies to claim issues which have never arrived. Once the agency receives a claim form, it will continue to send notices to the publisher until notified by the library that the missing issue has been received.

Renewals - A list of the library's subscriptions due to be renewed will be sent to the library every year. This is an opportunity to review the subscriptions, to add, or to delete titles. Of course titles can be added at other times during the year if the library wants to begin a subscription immediately. The agency will try to work out a common expiration date for all the subscriptions



Some of the advantages of using a subscription agency are:

1. **Fewer purchase orders** to process
2. **Annual listing** of all subscriptions
3. **Automatic renewal**
4. **Claim service**
5. **Common expiration/renewal dates**

Common renewal dates make it easier to maintain control of subscriptions. If, in the past, separate purchase orders were written for each subscription, there will be many separate renewal dates. A subscription agency, over a period of two to three years, will get as many of the subscriptions as possible to expire the same month.

A few titles will **not** be available through a subscription agency. Some of these are:

- H. W. Wilson Co. publications
- encyclopedias
- small localized publications
- those requiring membership (examples — *PNLA Quarterly*, published by the Pacific Northwest Library Association; and the *Alaska Trapper*, published by the Interior Alaska Trappers Association).

The largest subscription agencies in the U.S. are Ebsco and Faxon. Both companies have extensive lists of periodicals available through their services (over 200,000 titles). The Faxon subsidiary which serves small libraries is Turner Subscription Agency. Addresses are listed in the appendix.

Ebsco maintains a "missing issue bank" of popular periodicals. The bank has about three years of back issues. If a library using their agency finds that an issue is missing of a title which is to be retained in the collection, you can write for a free replacement. You might find that someone has torn an article out of a magazine; if so, you can write to request a replacement. The firm cannot guarantee replacing every issue, but it is a valuable service to libraries.

Periodicals — Receipt

Once the library has placed a subscription, it is important to establish a received or check-in file so that you know whether all the issues have arrived.

Two types of cards are necessary, one for monthly, bimonthly, and quarterly magazines, and one which can be used for daily and weekly newspapers and magazines. Library supply firms sell preprinted cards for this purpose. A card for weekly periodicals is also available, but the daily cards will serve for both daily and weekly records. (That is one less supply item to keep on hand).

One card is prepared for each periodical subscription, with the title of the periodical typed at the top. These are filed in alphabetical order. Each day, as the magazines and newspapers arrive, they are checked in on the card for that title. There are a couple ways to mark the periodical record cards. You can make a 4 mark for the date, or you can write the date of arrival in the little square on the check-in card. Unless the periodical is a local newspaper the library receives on the day it is published, the better practice is to record the date of arrival. The reason for writing the date is so you know the approximate date to expect the periodical. This enables you to know when to claim missing issues.

The procedures for claiming or for correcting mistakes vary somewhat from company to company. Ebsco has both a "Complaint - Adjustment Form" and a "Blue Card Method." The latter method uses the mailing label from the publication and a two-part postcard provided by Ebsco.

See the examples of check-in cards, and claim notices on the next pages.

Back Issues — Microfiche or Microfilm?

A small library will not have space to keep every back issues of every magazine to which it subscribes. Titles used frequently for research or for recreational reading can be retained as back files. Older issues, if needed for research use, can be purchased in microform format.

Microform copies of magazines can be purchased in **microfiche** format, that is, in the flat sheets of film used by the *ALN Catalog*. Or they can be purchased in **microfilm** format, which is a long reel of film similar to that used for motion pictures. If microfilm is purchased, you will need two machines, a microfiche reader for the *ALN Catalog* and a microfilm reader for periodicals. There are kits that enable one machine to use both formats, but the kit requires screws and a screwdriver so it is inconvenient to use in a library.

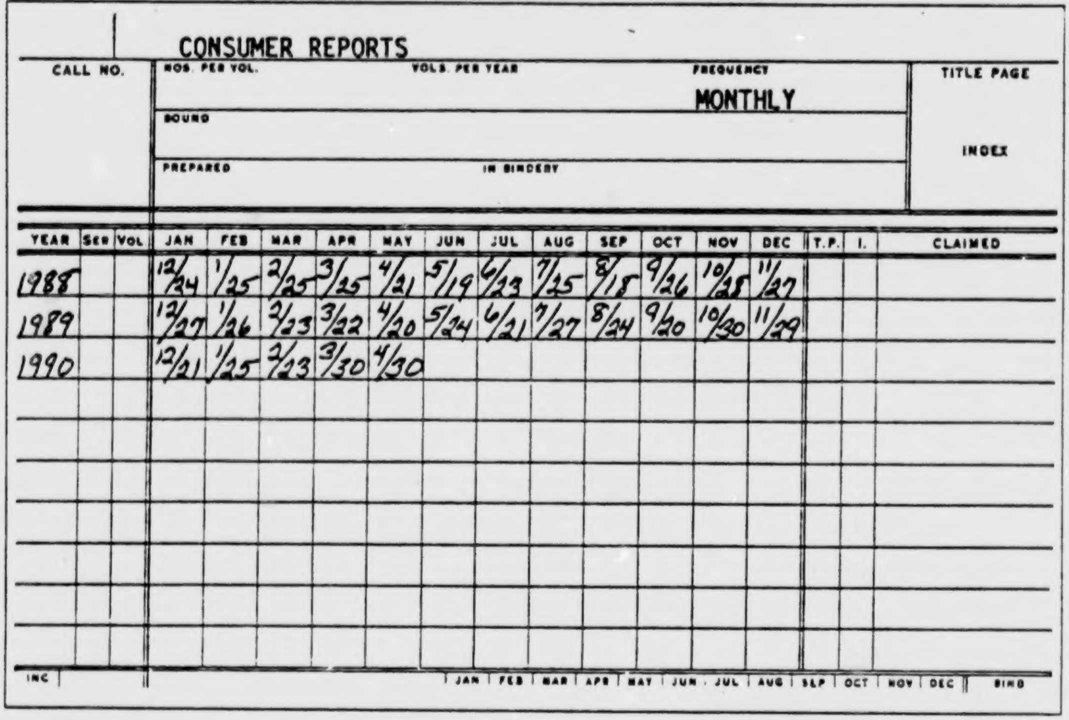
Microforms are sold as either "positive" or "negative." Negative is like photographic film, the color is reversed. Positive is black letters on a white background. This page is an example.

Negative - Black background, white letters

Positive - White background, black letters

Most people find the positive microform easier to read. The problem comes if a print is made from the microform because the print colors are reversed. A print made from positive film would be a sheet of black with white letters. If the library doesn't have a printer, the only concern will be the ease of reading the screen.

Example for monthly, quarterly, and annual periodicals



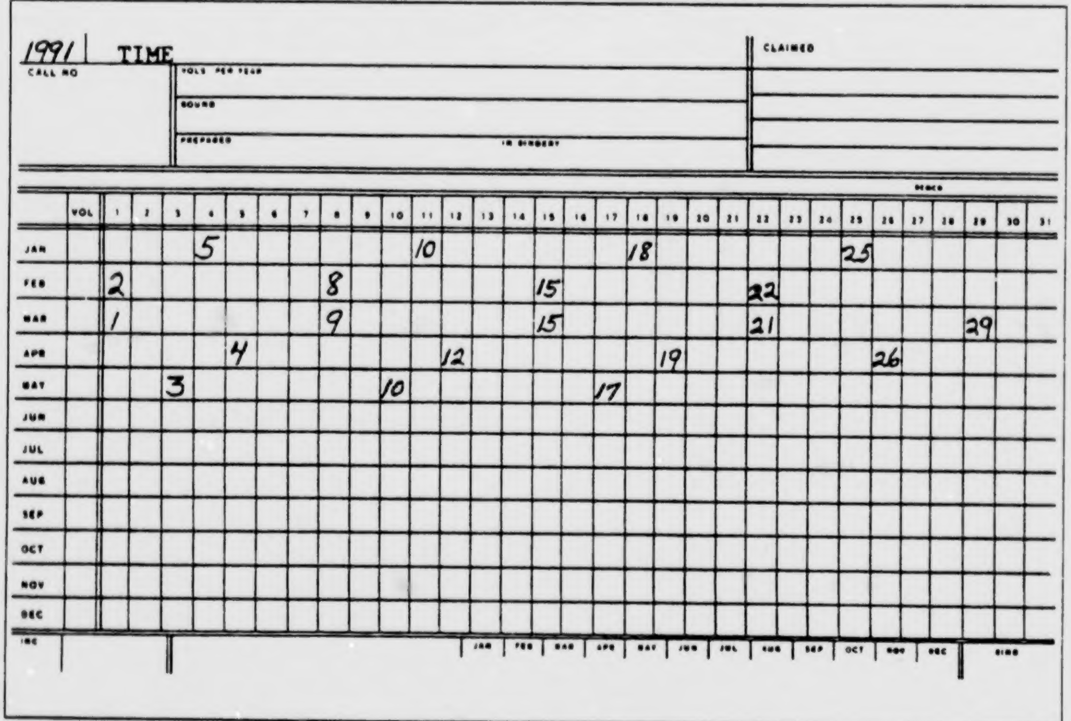
CONSUMER REPORTS

CALL NO.	NOS. PER VOL.	VOLS. PER YEAR	FREQUENCY MONTHLY
	BOUND		TITLE PAGE
	PREPARED	IN BINDERY	INDEX

YEAR	SER	VOL	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	T.P.	I.	CLAIMED
1988			12/24	1/25	2/25	3/25	4/21	5/19	6/23	7/25	8/18	9/26	10/25	11/27			
1989			12/27	1/26	2/23	3/22	4/20	5/24	6/21	7/27	8/24	9/20	10/30	11/29			
1990			12/21	1/25	2/23	3/30	4/30										

INC | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | BIND

Example for daily and weekly periodicals



1991 | TIME

CALL NO	VOLS PER YEAR	CLAIMED
	BOUND	
	PREPARED	IN BINDERY

INDEX

	VOL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
JAN					5							10							18							25						
FEB		2							8							15							22									
MAR		1							9							15							21							29		
APR						4							12							19							26					
MAY				3							10							17														
JUN																																
JUL																																
AUG																																
SEP																																
OCT																																
NOV																																
DEC																																

INC | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | BIND

Column numbers are the dates of the periodical; numbers in the squares are dates each issue arrived.

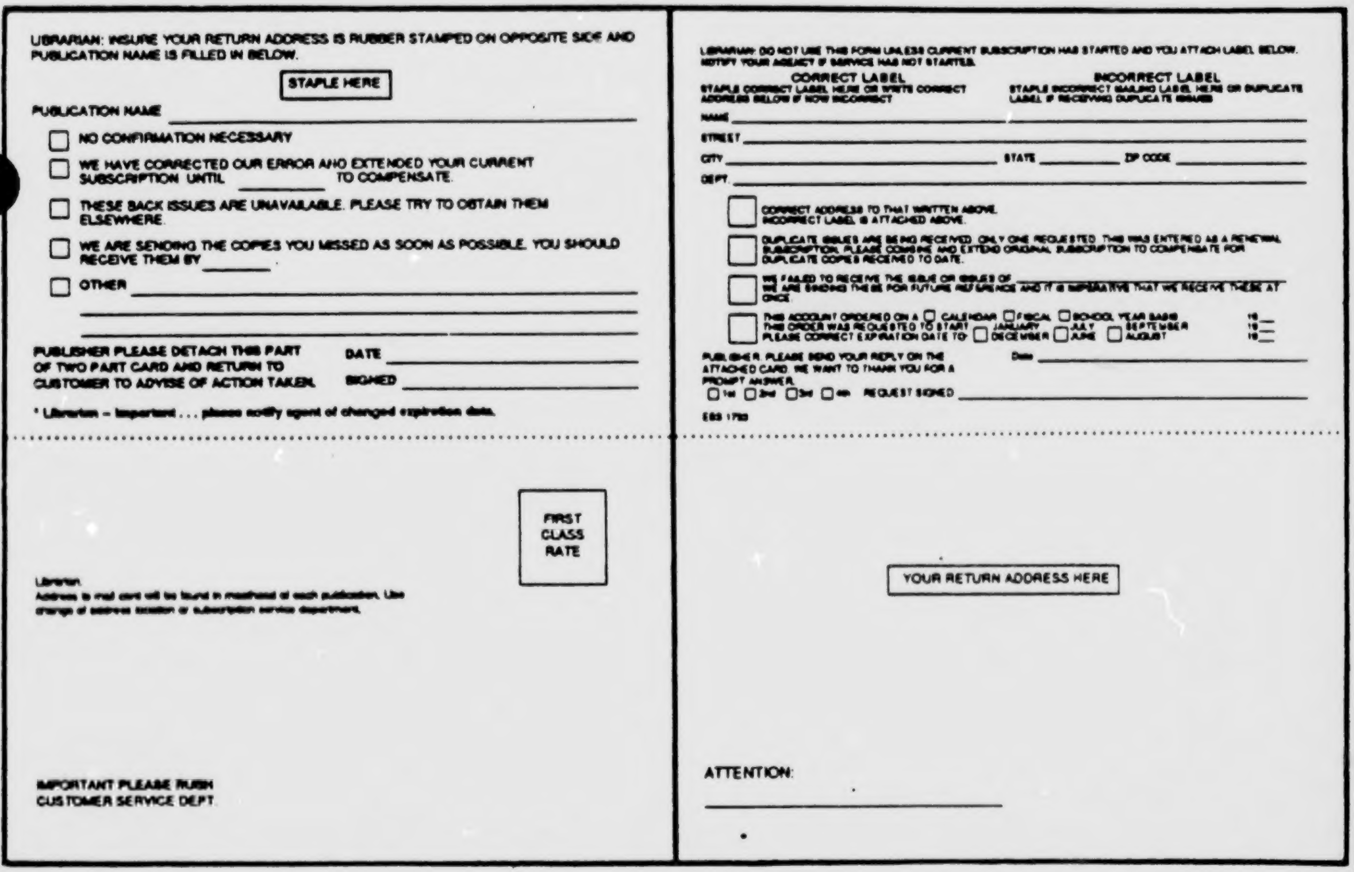
FOLLOW-UP FORMS

Periodicals often require follow-up, and time is important in rectifying problems. The forms provided by EBSCO are designed to expedite handling procedures and are effective in **reducing** problems.

1. Blue Card

Use this form for:	Duplicate issues
	Missing copies
	Incorrect expiration date
	Address correction

You **must have a publication mailing label in order to use this form**. Blue Cards are mailed directly to the publisher's computer center. (The address is usually on the masthead of each issue under "Subscription Department.")



LIBRARIAN: INSURE YOUR RETURN ADDRESS IS RUBBER STAMPED ON OPPOSITE SIDE AND PUBLICATION NAME IS FILLED IN BELOW.

STAPLE HERE

PUBLICATION NAME ______________________

☐ NO CONFIRMATION NECESSARY

☐ WE HAVE CORRECTED OUR ERROR AND EXTENDED YOUR CURRENT SUBSCRIPTION UNTIL __________ TO COMPENSATE.

☐ THESE BACK ISSUES ARE UNAVAILABLE. PLEASE TRY TO OBTAIN THEM ELSEWHERE.

☐ WE ARE SENDING THE COPIES YOU MISSED AS SOON AS POSSIBLE. YOU SHOULD RECEIVE THEM BY _______.

☐ OTHER ______________________

PUBLISHER PLEASE DETACH THIS PART OF TWO PART CARD AND RETURN TO CUSTOMER TO ADVISE OF ACTION TAKEN.

DATE ______________________

SIGNED ______________________

* Librarian – Important . . . please notify agent of changed expiration date.

FIRST CLASS RATE

Librarian.
Address to mail card will be found in masthead of each publication. Use change of address location or subscription service department.

IMPORTANT PLEASE RUSH
CUSTOMER SERVICE DEPT.

LIBRARIAN: DO NOT USE THIS FORM UNLESS CURRENT SUBSCRIPTION HAS STARTED AND YOU ATTACH LABEL BELOW. NOTIFY YOUR AGENCY IF SERVICE HAS NOT STARTED.

CORRECT LABEL	INCORRECT LABEL
STAPLE CORRECT LABEL HERE OR WRITE CORRECT ADDRESS BELOW IF NOW INCORRECT	STAPLE INCORRECT MAILING LABEL HERE OR DUPLICATE LABEL IF RECEIVING DUPLICATE ISSUES

NAME ______________________
STREET ______________________
CITY ____________ STATE ________ ZIP CODE ________
DEPT. ______________________

☐ CORRECT ADDRESS TO THAT WRITTEN ABOVE. INCORRECT LABEL IS ATTACHED ABOVE.

☐ DUPLICATE ISSUES ARE BEING RECEIVED. ONLY ONE REQUESTED. THIS WAS ENTERED AS A RENEWAL SUBSCRIPTION. PLEASE COMBINE AND EXTEND ORIGINAL SUBSCRIPTION TO COMPENSATE FOR DUPLICATE COPIES RECEIVED TO DATE.

☐ WE FAILED TO RECEIVE THE ISSUE OR ISSUES OF ______________ WE ARE BINDING THESE FOR FUTURE REFERENCE AND IT IS IMPERATIVE THAT WE RECEIVE THESE AT ONCE.

☐ THIS ACCOUNT ORDERED ON A ☐ CALENDAR ☐ FISCAL ☐ SCHOOL YEAR BASIS 19__
THIS ORDER WAS REQUESTED TO START JANUARY JULY SEPTEMBER 19__
PLEASE CORRECT EXPIRATION DATE TO: ☐ DECEMBER ☐ JUNE ☐ AUGUST 19__

PUBLISHER, PLEASE SEND YOUR REPLY ON THE ATTACHED CARD. WE WANT TO THANK YOU FOR A PROMPT ANSWER.

Date ______________________

☐ 1st ☐ 2nd ☐ 3rd ☐ 4th REQUEST SIGNED ______________________

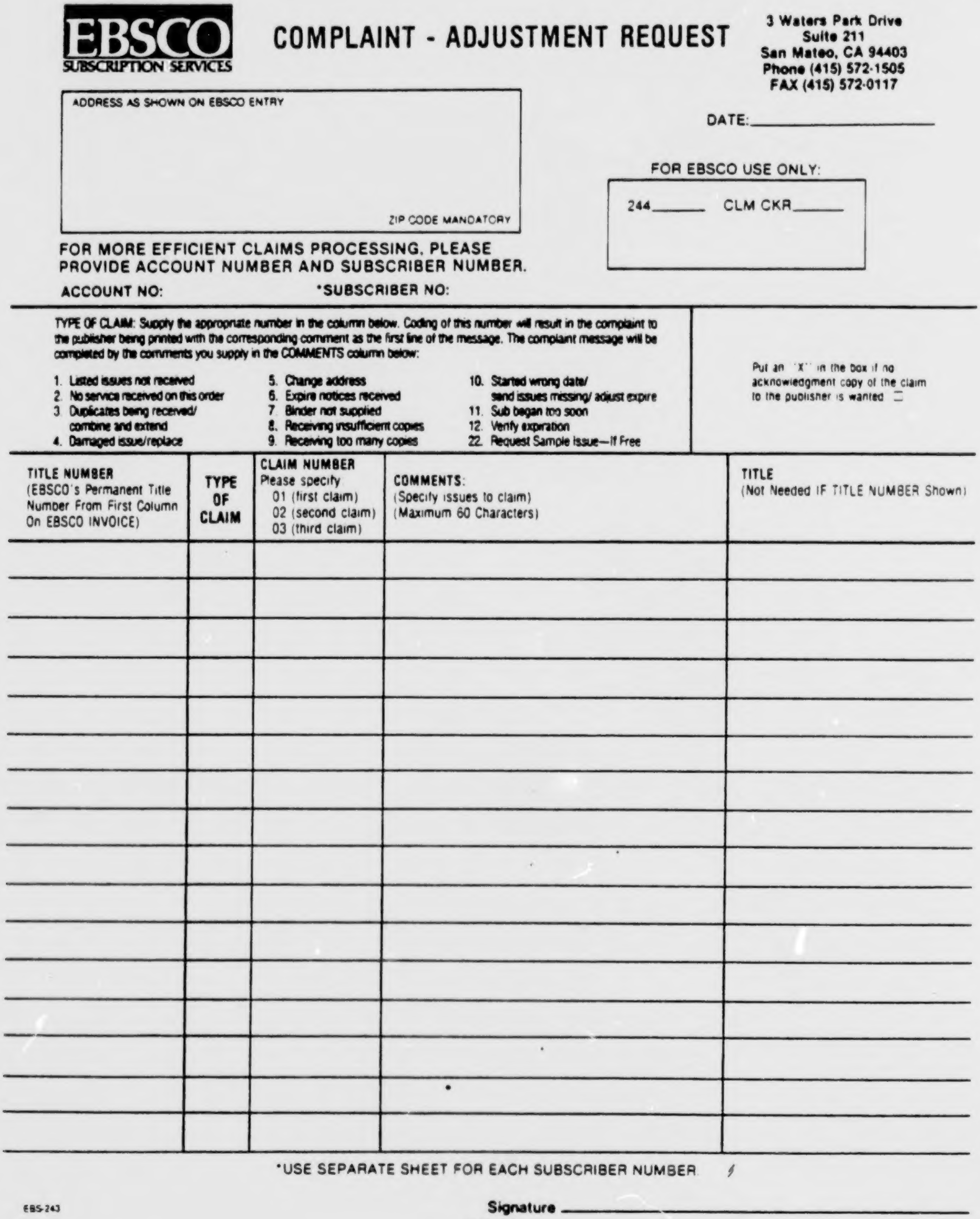
EBS 1750

YOUR RETURN ADDRESS HERE

ATTENTION: ______________________

2. Claim Form

This form is used for any claims not covered by the Blue Card. Mail it to **your** EBSCO office after you complete the requested information.



EBSCO
SUBSCRIPTION SERVICES

COMPLAINT - ADJUSTMENT REQUEST

3 Waters Park Drive
Suite 211
San Mateo, CA 94403
Phone (415) 572-1505
FAX (415) 572-0117

ADDRESS AS SHOWN ON EBSCO ENTRY

ZIP CODE MANDATORY

DATE:____________________

FOR EBSCO USE ONLY:

244______ CLM CKR______

FOR MORE EFFICIENT CLAIMS PROCESSING, PLEASE PROVIDE ACCOUNT NUMBER AND SUBSCRIBER NUMBER.

ACCOUNT NO:

*SUBSCRIBER NO:

TYPE OF CLAIM: Supply the appropriate number in the column below. Coding of this number will result in the complaint to the publisher being printed with the corresponding comment as the first line of the message. The complaint message will be completed by the comments you supply in the COMMENTS column below:

1. Listed issues not received
2. No service received on this order
3. Duplicates being received/ combine and extend
4. Damaged issue/replace
5. Change address
6. Expire notices received
7. Binder not supplied
8. Receiving insufficient copies
9. Receiving too many copies
10. Started wrong date/ send issues missing/ adjust expire
11. Sub began too soon
12. Verify expiration
22. Request Sample Issue—If Free

Put an "X" in the box if no acknowledgment copy of the claim to the publisher is wanted ☐

TITLE NUMBER (EBSCO's Permanent Title Number From First Column On EBSCO INVOICE)	TYPE OF CLAIM	CLAIM NUMBER Please specify 01 (first claim) 02 (second claim) 03 (third claim)	COMMENTS: (Specify issues to claim) (Maximum 60 Characters)	TITLE (Not Needed IF TITLE NUMBER Shown)

*USE SEPARATE SHEET FOR EACH SUBSCRIBER NUMBER

EBS-243

Signature ____________________________

faxon
F.W. FAXON COMPANY, INC.
15 Southwest Park, Westwood, Mass. 02090 USA
Tel: 617-329-3350 TWX: 710-348-6724

CLAIM NOTICE FOR MISSING ISSUES

FAXON SHIP-TO NO
35464

Alaska State Library
Northern Coordinator
1215 Cowles
Fairbanks, AK 99701

DATE: 10/04/82

YOUR "SHIP-TO" ADDRESS AS INVOICED BY FAXON

FAXON TITLE NO.	TITLE CLAIMED	DATE
08620C	LIBRARY PR NEWS	

ISSUES NOT RECEIVED ARE: We have received nothing in 1982
INDICATE VOLUME AND NUMBER
MONTH AND YEAR

FAXON INVOICE NO	PAGE	LINE
611944	1	6

SUBSCRIPTION PERIOD ON INVOICE	
FROM 1/82	THRU 12/82

LIBRARY INFORMATION SERVICE/ORDER # /REFERENCE
DO-757226

Multiple copy/Repeat claim information:

1. Is this a repeat of a previous claim? No If YES, ( ) Direct to publisher ( ) Through Faxon
2. Circle the number of times previously claimed 1 2 3 Date of first claim ______
3. Do you subscribe to more than one copy of this title? No If YES, how many? ______
4. If you have a multiple copy subscription, identify each issue to be claimed: ______

FAXON TITLE NO	TITLE CLAIMED	DATE

ISSUES NOT RECEIVED ARE: ______
INDICATE VOLUME AND NUMBER
MONTH AND YEAR ______

FAXON INVOICE NO	PAGE	LINE

SUBSCRIPTION PERIOD ON INVOICE	
FROM	THRU

LIBRARY INFORMATION SERVICE/ORDER # /REFERENCE

Multiple copy/Repeat claim information:

1. Is this a repeat of a previous claim? ______ If YES, ( ) Direct to publisher ( ) Through Faxon
2. Circle the number of times previously claimed. 1 2 3 Date of first claim ______
3. Do you subscribe to more than one copy of this title? ______ If YES, how many? ______
4. If you have a multiple copy subscription, identify each issue to be claimed: ______

FAXON TITLE NO	TITLE CLAIMED	DATE

ISSUES NOT RECEIVED ARE ______
INDICATE VOLUME AND NUMBER
MONTH AND YEAR ______

FAXON INVOICE NO	PAGE	LINE

SUBSCRIPTION PERIOD ON INVOICE	
FROM	THRU

LIBRARY INFORMATION SERVICE/ORDER # /REFERENCE

Multiple copy/Repeat claim information.

1. Is this a repeat of a previous claim? ______ If YES, ( ) Direct to publisher ( ) Through Faxon
2. Circle the number of times previously claimed 1 2 3 Date of first claim ______
3. Do you subscribe to more than one copy of this title? ______ If YES how many? ______
4. If you have a multiple copy subscription identify each issue to be claimed ______

MEDIA

Filmstrips, films, video and audiotapes, recordings and multi-media kits are useful in a library. All of them can be used for programming as well as for individual use.

Films are very expensive, and a small library probably won't want to purchase them, but films can be rented for special programs. Entertainment type films can be rented from firms outside of Alaska in the Lower 48.

Filmstrips, audiotapes and multimedia kits for children range in price from less than $10 to $50 or $60. They can be used to introduce children to certain books or authors, for story hours, and for other programs.

A filmstrip is a reel of film where the images are projected on a screen, one at a time. The picture does not move as a motion picture shows movement.

A multimedia kit contains more than one type of media.

A kit can be a:

filmstrip plus an audiocassette or recording

filmstrip and book

book plus an audiocassette or recording

filmstrip, book, and audiocassette

etc.

Media — Selection

Media should be selected using the same criteria as that used for books. In addition, the technical quality is important. Are the pictures clear and in good color? Are the sounds of voices and music audible and of good quality? It is also important to think about the use the media will receive. Public libraries will not want recordings where the story is interrupted to ask questions of the listeners. Study guides with filmstrips and audiotapes probably are not needed in a public library either, but they might be useful in a school library.

The most successful artwork in filmstrips, are those made from quality picture books using art work from the book.

A firm noted for its quality filmstrips, videos, audiotapes, and recordings of children's books is Weston Woods. The firm and its founder have received several national awards in recognition of their high quality products. A catalog is available upon request. The address is in the appendix. Catalog card sets are available for all media sold by Weston Woods.

A popular format with beginning readers is the "read along kit." This is an audiocassette or recording of a story, along with a copy of the book. The child can read the book and look at the pictures while listening to the story. Seeing the words while listening to the story reinforces reading skills of beginning readers.

Audiocassettes of well-known storytellers can be a wonderful way to introduce children to folk tales from around the world.

Schwann Catalog — Recordings and Audiocassettes

The *New Schwann Record and Tape Guide* is the equivalent for audio media to *Books in Print* for books. This periodical lists over 5,000 currently available classical, jazz, and spoken word sound recordings, cassettes, and compact discs from over 150 labels. Certain issues have special features; for example, the addresses of about 600 record manufacturers, or lists by performers of a certain type of music. An issue can include as many as 78,000 entries. Music and other sound recordings are arranged under genre headings — jazz, popular, spoken and miscellaneous, and classical. *Schwann Compact Disc Catalog* uses a similar format.

Recordings cannot be purchased through Schwann; it is a listing only. See the appendix for subscription information.

The Schwann catalogs do not publish reviews of the entries. Reviews of media are published in some of the review journals mentioned earlier in this chapter. See the chart "Review Journals."

Record Clubs

Record clubs are similar to book clubs in that new releases are available each month. Subscribers have a choice of purchasing music and spoken word recordings in several formats; records, audiocassettes, and compact disc. Prices are usually less than the list price.

Be sure the library can afford a membership before you sign a contract. Also, look for a plan where recordings of many producers are available, not just one label.

Books — Audio (spoken word)

Books on cassette are reported to be one of the fastest growing collections in public libraries. Like other media, the technical quality is as important as the content.

"Books on Tape" has both rental and purchase plans, and offers discounts to libraries. The catalog has annotated listings under broad subject headings; "Adventure, Travel and the Sea," "Biography," "Classics and Family," "Fiction," "History and War," "Humor," "Mystery and Intrigue," "Non-Fiction," and "Science Fiction."

"Recorded Books" are studio produced, full length editions of fiction, nonfiction, and classics. The cassettes can be rented or purchased. The number of cassettes varies with the length of the original work, and this effects the price. The company offers discount plans to libraries.

"Listen for Pleasure" sells **abridged** (shortened) editions of books that are studio produced. Titles are shortened to a standard two cassette format, regardless of the length of the original work, and are a standard price.

Addresses are in the Appendix.

Professional Media Service Corporation sells media (music, spoken word, instructional media, videos) and cataloguing and processing services. Supplies, such as cases for audiocassettes and compact discs are also available from this firm.

Sources to Purchase Media

The firms producing and/or selling media are too numerous to list here. Some sources for addresses are:

The Elementary School Library Collection is published by the Brodart Company, with new editions released about every two years.

The"Annual Buyers Guide" is a publication of the *Library Journal*, either as column in a spring issue or as a separate issue.

Processing Kits

Cataloging for phonograph records, audiocassettes, compact discs, videos, filmstrips, and other media is available but on a more limited basis than for books. Schools are a major purchaser of media, so much of the cataloging has Sears subject headings instead of L.C. The "Annual Buyers' Guide" of *Library Journal*, mentioned above, lists firms to which you can write for information about their media cataloging.

VERTICAL FILE

Vertical file materials are pamphlets, maps, charts, pictures, clippings, etc. The items are generally inexpensive in cost but can become expensive in personnel time to collect and to organize. Massive warehouses of pamphlets on a variety of subjects, available to sell or to give away do not exist. Consequently library staff must write to many agencies for materials, clip items of local history from the newspaper, mount pictures on heavier cardboard for circulation, and other labor-intensive activities.

Even though development of a good vertical file requires time, collection of these items is important. New developments appear first in magazines, newspapers, and pamphlets before inclusion in books, so the importance of vertical file materials to the collection should not be underestimated.

Vertical file materials are available from local agencies such as the health clinic, the alcohol abuse program, state agencies, city offices, the native corporation, etc.

The collection of local history material can be a valuable service of the library. These might be pictures, transcripts of interviews, newspaper clippings, pamphlets from the historical association or native corporation, publications sponsored by the city or borough or the Chamber of Commerce, publications of the school district, etc. Items which cannot be replaced should be copied or duplicated and the originals securely and safely preserved in another location. The Alaska State Library and the archives of the Universities in Fairbanks and Anchorage have facilities and means to preserve valuable historical items.

Foreign embassies often have materials to give away, which may include travel posters, maps, books with pictures of the country, etc. Check the Anchorage telephone book for addresses or write your Regional Resource Library to request a list.

Much vertical file material has a limited life span, consequently it can be useful to stamp a date on an item as it is added to the library collection. Health information may become outdated as new medicines are developed or research changes previous medical practices. Highway maps become inaccurate in a few years, and war and politics may change borders of a country. The date is useful information when the vertical file collection is weeded of obsolete materials.

An excellent resource in the development of a vertical file is:

Sitter, Clara, *The Vertical file and Its Alternatives,* listed in the bibliography at the end of the manual.

Vertical File — Organization

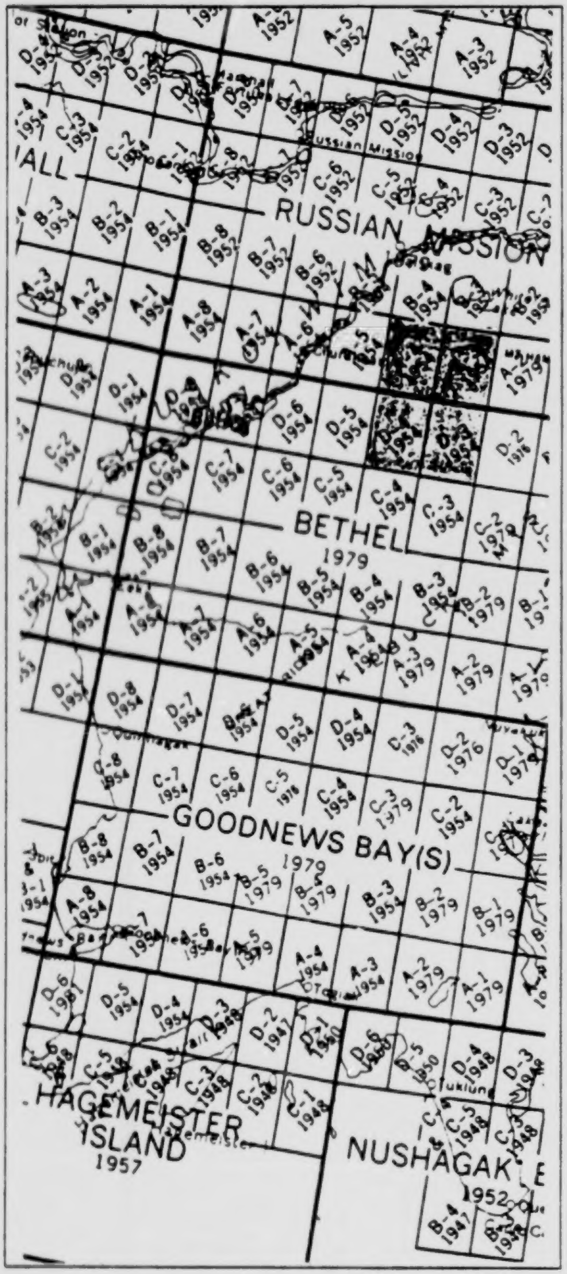
Vertical file materials may be housed in a file cabinet, in map cases, in pamphlet boxes on book shelves, etc. Generally they are not cataloged or classified, nor are they given cards and pockets. However, they must be organized so that people can find the information wanted, and the method of organization varies with the type of material.

Pamphlets, brochures and other printed material can have subject headings assigned. In many cases these can be written on the item itself, or a label can be applied and the subject written on it. These materials can be placed in file folders, also labeled with the same subject, and filed. Some libraries use large manila envelopes for pamphlets and label each envelope with the subject heading of the enclosed pamphlets.

The *ALN Catalog* is a good source for subject headings. It is an advantage to the library user to find the same subjects in the card catalog, the *ALN Catalog,* and the vertical file.

Some libraries place a **subject card** in the card catalog to call users' attention to vertical file materials. An example of the wording is: "For other information on this topic, see the vertical file."

Maps can be assigned subject headings too. Special series of maps may have indexes provided by the publisher. The topographic maps of the U.S. Geological Survey are an example. The library can indicate its holdings by using a colored pencil to color the quadrangle on the index of those maps in the collection. See the illustration below.



WEEDING

Books and other library materials are not to be kept forever. Information becomes outdated or even incorrect. Many authors and titles are no longer read. Books may be damaged with torn, crayoned, or missing pages. These are some of the reasons for discarding, or weeding, materials from the collection.

Weeding:

- **makes the library more inviting in appearance.** Faded, ragged, dingy covers do not entice readers. Bright covers, clean, attractive book jackets are appealing and improve the appearance of the library.
- **maintains an accurate, up-to-date collection.** It is a disservice to users to keep obsolete, inaccurate information.
- **saves time for users and staff.** Users can more easily find what they want when unused titles have been removed. Library staff can reshelve titles more quickly when shelving is not crowded.
- **saves space.** Shelves become crowded with unused titles.

Weed or discard:

- **worn and damaged titles.**
- **books with yellowed pages, tiny print, unattractive appearance**
- **out-of-date information** with no historical value
- **unneeded duplicates**
- **superseded editions** (older editions of a title published more recently)
- **items which contribute to false and stereotyped social attitudes** (example: role of women and of minorities, of people of other nations)
- **biographies of people no longer of public interest**
- **textbooks**

- titles which haven't been used in the past 3 to 5 years
- unimportant subject matter

Keep:

- **titles which are being used** if they contain accurate information
- **local history** (books about the local area, diaries of early settlers, audio and videotapes of elders and pioneers)
- **writings by local authors**
- **information about Alaska**

The American Library Association has recommended some guidelines on the usefulness and accuracy of nonfiction:

000	**Encyclopedias**	replace every 3 to 5 years
300	**Almanac**	seldom of much use except for historical statistics after 2 years
	Politics & Government	3 years unless of historical value
500	**Science**	5 years, except for natural history, botany and math which have longer years of usefulness
600	**Medicine**	5 years, except for anatomy and physiology
	Business	5 years
700	**Photography**	5 years
900	**Travel & Geography**	5 years[1]

CREW METHOD

More recently the U.S. Office of Education and the Texas State Library supported a project for the development of weeding guidelines. The resulting CREW method (Continuous Review, Evaluation & Weeding) uses a formula.

CREW FORMULA:

In this method, each library analyzes its purpose, goals, and objectives in relation to its collection and establishes a formula. The resulting formula becomes the guidelines for weeding, or for the retention of the library materials. This formula is expressed in numbers and letters for each subject area in the collection.

For example, "5/3/MUSTY" means, "discard if:

5 years since the book's latest copyright date
and/or

3 years without use (the last recorded circulation was over three years ago)

and/or

MUSTY, negative factors diminishing the usefulness of the book

M = Misleading (or factually inaccurate)
U = Ugly (worn beyond mending or binding, crayon or ink markings, torn pages, etc.)
S = Superseded (new edition or a better book on the topic is needed)
T = Trivial (no discernible literary or scientific merit)
Y = Your collection has no use for it (for example; duplicate copy or no interest in the community)[2]

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[1] American Library Association, Small Libraries Project. *Weeding the Small Library Collection*, Pamphlet 5, Supplement A. (American Library Association, 1972).

[2] Segal, Joseph P. *Evaluating and Weeding Collections in Small and Medium-Sized Public Libraries; the CREW method*. (American Library Association, 1980).

The formula is determined for the various classifications in the library collection. Here is an example from a few numbers in the 300s. In some subject areas you might want to have quite specific numbers, but other areas of the collection could have quite broad numbers. The 400s, dictionaries, for example, would probably use numbers no smaller than the 10s; 410, 420, 430, 440, etc. Topics in the social sciences and sciences might be in much smaller numerical differences.

000	5/3/MUSTY
100	10/5/MUSTY
200	10/5/MUSTY
306	10/7/MUSTY
310	3/3/MUSTY
320	5/3/MUSTY
321	5/7/MUSTY
324	5/5/MUSTY
340	5/5/MUSTY
370	5/3/MUSTY
380	10/7/MUSTY
395	5/5/MUSTY
398	KEEP

To borrow items useful in evaluating the collection, telephone or write to the State Library Coordinator for your region. Also, see the bibliography at the end of the manual.

Another set of guidelines was developed by Mary Bushing of Montana State University. She adapted her guidelines from *Nonfiction Collection Guidelines for Smaller Libraries* and the *CREW Manual*, mentioned above. These guidelines begin in the next column.

WEEDING GUIDELINES BY DEWEY CLASS

These general guidelines are based on subject fields. Decisions about discarding always depend upon use, condition, and the mission of the library.

CLASS		LIKELY LIFE
001.6	Computer Science	5-7 years
001.9	Controversial knowledge	use?
020	Library science	10 years
030	Encyclopedias	5 years
other 100s		5-10 years
100s	Philosophy	Use? Indefinite
133	Parapsychology	Use? Indefinite
150	Psychology	10 years
200s	Religion	Use? 10 years
300s	Sociology	5-7 years
310	Almanacs	2 years, reference
	Yearbooks	2 years, reference
	(older ones, historical use)	
320	Political science	5 years
330	Economics	5 years
340	Law	5 years/current
350	Public Administration	10 years
360	Social problems	10 years
370	Education	10 years
380	Commerce/Transport.	10 years
390	Folklore, Costumes	Indefinite
395	Etiquette	5 years
400s	Languages	10 years
500s	Science, Math	10 years
610s	Medicine	5 years or less
	(having nothing is better than wrong info)	
600s	Agriculture	10 years
	Engineering	10 years

745	Crafts	Indefinite
770s	Photography	5 years
700s	Art, Sports, Music	Indefinite
800s	Literature	Use? Indefinite
910s	Travel	5 years
900s	History	Use? 15 years

Media — Weeding

Guidelines for the weeding of media are much the same as those for print materials—worn, damaged, out-of-date, inaccurate, unneeded duplicates, stereotypes, etc. However, there are additional factors related to the technical quality of media. These are:

- **Sound**; audible and consistent fidelity throughout
- **Visuals;** clear, words and titles easily read, pictures not detract from the topic; for example, in clothing, hair styles, equipment, etc.

Condition is a factor also:

- scratches; visual materials and recordings free from damage
- breaks and tears; splices carefully made, and the number of splices not detract from the continuity of the visuals or sound

Chapter V

Operating a Library

Operating a Library

The day-to-day operations which provide services to the library's users are the topics included in this chapter. In a one-person library, that person does everything that needs to be done. Sometimes the tasks are management type, such as budgeting, planning, and staff training. However, there are also tasks to be done every day, and tasks that can be delegated to another employee as the staff is enlarged. These include the information you need to know in order to explain how to find materials in a library, how to use the card catalog and the ALN Catalog, and how to do interlibrary loan. Those library operations which effect the users and their use of the library are included here.

ARRANGEMENT OF THE COLLECTION

Simplicity is important in the arrangement of books in the library. It is easier for users to find the materials they want, and it is easier to train new staff or substitutes.

A library should have as few separate shelving arrangements as are feasible. Yet books shouldn't all be placed in one continuous filing arrangement because some of the picture books would be far above the heads of the children who want them. These same children would have trouble finding books suitable to their reading skills. We also want to separate fiction books from nonfiction, or factual books; consequently some separate shelving arrangements are necessary.

All adult fiction can be interfiled in one alphabetic sequence, instead of grouping books by reading interests of westerns, mysteries, romances, science fiction, etc. These types of literary work are called "genre;" a particular class of literary writing.

Some separate groupings of materials are necessary:

1. By broad READING LEVELS (picture books, juvenile books, adult books)
2. FICTION (story books)
3. NONFICTION (facts, real things, or true events, for the most part) There are exceptions, such as poetry, drama, folk and fairy tales which are shelved with the nonfiction.
4. FORMAT (magazines, books, pamphlets, audiocassettes, videos, etc.)
5. REFERENCE (materials to be used only in the library)

The separate shelving arrangements found most commonly in Alaska libraries are:

Easy or picture books (preschool through grade 3)

Juvenile fiction (grades 4 through 6)

Young adult fiction (grades 7 through 9)

Adult fiction (grades 10 through adult)

Nonfiction (juvenile through adult interfiled)

Alaska and the arctic

Reference

Magazines & newspapers

Paperback exchange

Easy or Picture Books

Easy books, or picture books, are those to be read aloud or which students in primary grades can read. These can be arranged by the first letter of the author's last name; all the A's together, B's, C's, D's, etc. The spine label should have an E above the author letter.

Juvenile and Young Adult Fiction

Juvenile fiction and young adult fiction are often shelved in separate shelving units. The reasons are:

reading skills
reading interests
height of the library user.

Make sure the books for younger children are on low shelves within their reach. Shelve Juvenile and Young Adult fiction alphabetically by the first three letters of the authors' last name, or by the full last name. The label on the spine, card, and pocket should have a J or Y above the author letters. YA fiction can be on taller shelves than those of the Juvenile and Easy collections.

Adult Fiction

In public and school libraries, fiction is usually shelved in alphabetical order by the author's last name. In processing, F or Fic is placed above the letters of the author's name on the label, on the card, and on the pocket.

Some libraries have separate shelves for particular genre of adult fiction—western, mysteries, and science fiction. However, interfiling of all adult fiction has advantages:

1. Shifting books or rearranging the collection is easier because there is a continuous sequence of shelving. The library has more flexibility in arrangement.
2. Stories by one author are all shelved together. For example, some authors write general fiction, mysteries, and science fiction.
3. Readers may be attracted to another title which they would not intentionally seek out.
4. Preprocessing services do not identify specific genre (westerns, science fiction, etc.); therefore, such identification must be done by the library staff. This requires staff time, labeling may be forgotten, or it may be necessary to read each book before identifying its type of fiction.

Nonfiction

Most of the nonfiction books are "true;" that is, facts, about real things, people, or events. For a small library, the interfiling of all nonfiction (juvenile, young adult and adult) has advantages:

- Children's nonfiction books often are better illustrated, and since adults don't usually look in the children's section to satisfy their own interests, they may miss some fine books.
- Adult poor readers are not stigmatized by using the children's section of the library.
- Children with advanced reading skills can readily find materials when all the books on the same topic are shelved together.
- The collection is less fragmented in arrangement, so it is easier for users to find what they want, and to train volunteers or substitutes.

Juvenile Nonfiction

Children's nonfiction books can use the J before the classification number on the spine label even when nonfiction is shelved together. The books are shelved first by the number (not the J), and then in alphabetical order by the author. For example:

J549
Zim

or

J
549
Zim

Books with either of these spine labels would be shelved with the 549's, and then alphabetically by the author's last name, which is Zim. The J is an aid to the library user in making a selection.

Biography

A **biography** is an account of a person's life, or of several people's lives. For example, there are books about the presidents of the United States, and books about explorers. Biographies have several options for classification, and the choice of classification numbers effects the shelving arrangement.

These choices are:

920-928 or **92** or **B** or **Dewey Number.** The classification numbers in which biographies would appear using either of the Dewey options is shown below.

920-928		100-899
920	Collective biography (lives of several people; for example, early explorers, the Presidents, the Kings of England)	
921	Philosophers and psychologists	**100s**
922	Religious leaders, workers	**200s**
923	Persons in social sciences	**300s**
924	Philologists and lexicologists	**400s**
925	Scientists	**500s**
926	Persons in technology	**600s**
927	Persons in arts and recreation	**700s**
928	Persons in literature	**800s**

Libraries selecting either the B or the 92 option must establish a special section for biographies. In contrast, if the 920-928 or the Dewey class numbers (100s-920s) are chosen, biographies can be shelved in their normal Dewey Decimal order. An advantage of shelving by the Dewey number is the greater flexibility for shelving arrangement, and for ease of rearrangement and shifting at some future time.

Classification Options for Biographies

Advantages of using "B" or 92:

- Books can be shelved alphabetically by last name of the person the book is about within the section.
- Easy for user to distinguish since the classification number is so different from the remainder of the collection.

Disadvantages of using "B" or 92:

- Does not follow numerical arrangement of other nonfiction.
- Numbering sequence is not logical because numbers are 001-919, 92, 929-999.
- May confuse users because these are the only numbers with fewer than three digits in the Dewey Classification system.
- Separates biographies of people with the same occupation.
- May need separate shelving section.
- Any exceptions require more training of users and staff.

Advantages of using 920 to 928:

- Follows usual nonfiction sequence.
- Easier to shift books.
- Fewer exceptions to teach users, and to train new staff and volunteers.
- Is consistent with other Dewey numbers.
- Groups all biographies in the same area of the library.

Advantages of using 100-899:

- Groups people with same occupations; e.g. the presidents would be together, the explorers, etc.
- Groups books about people in the occupation in the same Dewey Decimal numbers as the books about the topic.

Disadvantages of using 100-899:

- Biographies will be scattered throughout the library collection.
- Users might object to the necessity to use the card catalog each time they wanted a biography.

Alaska and the Arctic

Many questions are asked about Alaska; its history, wildlife, native cultures, pioneers, bush pilots, etc. Public and school libraries usually try to establish a separate shelving area for books about Alaska.

Fiction books (stories) about Alaska and the arctic are popular too; consequently many libraries find it useful to shelve both fiction and nonfiction books about Alaska in the same shelving area. The fiction is shelved alphabetically by author, and the nonfiction is shelved by the Dewey Decimal Classification number.

Reference

Reference books are those used for information and are not intended to be read from cover to cover. These include encyclopedias, dictionaries, atlases, almanacs, indexes, etc. Some libraries do not allow reference books to be checked out at all; others permit them to circulate for a short period of time, either a few hours or overnight. The librarian's desk is usually placed near the reference collection in order to help people in locating information.

Magazines

Different formats of materials require different types of storage. Books stand upright on a shelf because of their hard covers. Magazines and newspapers are not sturdy enough to stand upright; therefore, special shelving is needed.

Companies which sell library shelving have special display units for magazines. These are slanted shelves which allow the magazines to be displayed with the cover facing outward. Small libraries usually shelve most magazines in alphabetical order by title. Children's magazines should be placed on the lower shelves so that they can be reached by shorter library users.

The library staff needs to decide how long to keep back issues. Most libraries try to keep all issues of the current year and at least one year of back issues. Titles which are used frequently may be kept longer. The amount of shelf and floor space available are determining factors.

Back issues of magazines can be laid flat on shelves, but those on the bottom of a stack are difficult to get out, and even more difficult to put away in the correct chronological order. A more convenient storage is by the use of pamphlet file boxes in which magazines can stand upright. Most library supply firms sell file boxes of plastic or fiberboard. Some of the fiberboard ones are shipped and stored flat, then folded into sturdy, upright boxes when ready for use.

Newspapers

Special shelving units are available for newspapers, but they aren't a necessity. Newspapers can be laid flat on shelves.

Some newspaper racks use a long stick which has been slit lengthwise into narrower strips joined together near the handle. The sections of the newspaper are slid onto the stick, and the stick is hung on a rack. Some newspaper racks are free standing, others are built into wall shelving units. Another design for newspaper shelving units holds the folded newspaper on slanted shelves. The choice of shelving design is dependent upon its cost and the available floor space.

Back issues of newspapers are retained for varying periods of time depending on use, place of publication, and availability in microform. Major national newspapers and those of the larger cities in the state are available in microfilm or microfiche, consequently it is not necessary to keep more than one to three months of back issues of those titles.

Local newspapers are an important historical record of the community, and if back issues are not available in microform, the library should try to retain a permanent collection of back issues. Some of these newspapers are published weekly or published irregularly. Some are mimeographed by local residents. The important thing to remember is that they may be unavailable elsewhere in the state. The library should try to keep two sets of the local newspaper, one for public use and one complete set for converting to microform sometime in the future.

The State Library has assisted some communities in microfilming newspapers. Contact the State Library in Juneau if you have questions about this service.

Paperback Exchange

A paperback exchange can be one of the most popular services of the library. In an exchange, people donate paperbacks which they have read, and then borrow other paperbacks which they have not read. The library does not catalog books in an exchange collection, nor keep any record in the shelf list. Consequently these books do not need to be kept in a particular order. Since there is little concern that particular titles be returned, the exchange collection can be placed in an out-of-the way location. Some libraries place them in the arctic entry, or in a public corridor so that people can get books when the library is closed.

CLASSIFICATION AND CATALOGING

Fiction books (story books) are usually placed on library shelves in alphabetical order by the author's last name.

Example: Armstrong, Charlotte
Benchley, Nathaniel
Chandler, Raymond
Clavell, James
DeVries, Peter
Fowles, John
etc.

Classification

Nonfiction, or "true" books are assigned a number, which is called a classification number. Its purpose is to group books on the same subject (class) together. Just as schools have science class or history class, libraries group books by class. Grocery stores divide items by class too; all the soups are together, all the breakfast cereals, all the spices, etc. Most small public libraries and school libraries use the Dewey Decimal Classification (DDC) System. Its name comes from the man who developed the system (Melvil Dewey), and it uses numbers with decimals. The decimal numbers are similar to the way we divide money into dollars and cents by a decimal point.

Example:	$378.14	(dollars and cents)
	374.28	(DDC for adult education centers)

The DDC system established numbers for ten classes of knowledge:

000 Generalities
100 Philosophy, psychology
200 Religion
300 Social sciences
400 Language
500 Natural sciences, mathematics
600 Technology (Applied science)
700 The Arts
800 Literature
900 Geography, history [1]

A summary of the main Dewey classes appears on page 7.

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[1] Dewey, Melvil. *Dewey Decimal Classification and Relative Index*, edition 20, vol. 2. (Forest Press, 1989) *iv*.

The DDC system keeps dividing each class by tens. Here is an example from the social sciences:

300 SOCIAL SCIENCES (main class)
310 Statistics
320 Political science
330 Economics
340 Law
350 Public Administration
360 Social problems and services
370 Education
380 Commerce, communication, transport
390 Customs, etiquette, folklore[2]

Each division is **further divided into 10 sections**. Using 370 (Education) as an example from the social sciences, education has the following sections:

371 School management; special education
372 Elementary education
373 Secondary education
374 Adult education
375 Curriculums
376 Education of women
377 Schools & religion
378 Higher education
379 Government regulation, control, support[3]

Each section is **further subdivided by decimals** into more specific numbers for specific topics. Example:

374	Adult education
374.01	Adult education for specific objectives
374.012	Adult basic education
374.013	Vocational and occupational education
374.1	General topics
374.2	Group education, use of electronic and mass media, institutions and agencies
374.22	Kinds of groups
374.26	Use of electronic media and devices (television, computers, radio)
374.27	Use of mass media
374.28	Community centers for adult education
374.29	Institutions and agencies
374.4	Correspondence schools and courses
374.8	Schools
374.9	Historical, geographical, persons treatment[4]

There are numbers built into the classification system that tell the country about which the book is written and, in some cases, its literary form. The classification number gives much information to library staff members if they understand how the numbers are constructed. A course on cataloging is offered on occasion through the University of Alaska system. Check with the State Library about course offerings.

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[2] Ibid, p. *x*.

[3] Ibid, p. *xiv*.

[4] Ibid, 629-630.

From: Dewey, Melvil.
Dewey Decima Classification and Relative Index. Edition 20., vol. 2 (Forest Press, 1989) *x*.

Second Summary*

The Hundred Divisions

000	**Generalities**
010	Bibliography
020	Library & information sciences
030	General encyclopedic works
040	
050	General serials & their indexes
060	General organizations & museology
070	News media, journalism, publishing
080	General collections
090	Manuscripts & rare books
100	**Philosophy & psychology**
110	Metaphysics
120	Epistemology, causation, humankind
130	Paranormal phenomena
140	Specific philosophical schools
150	Psychology
160	Logic
170	Ethics (Moral philosophy)
180	Ancient, medieval, Oriental philosophy
190	Modern Western philosophy
200	**Religion**
210	Natural theology
220	Bible
230	Christian theology
240	Christian moral & devotional theology
250	Christian orders & local church
260	Christian social theology
270	Christian church history
280	Christian denominations & sects
290	Other & comparative religions
300	**Social sciences**
310	General statistics
320	Political science
330	Economics
340	Law
350	Public administration
360	Social services; association
370	Education
380	Commerce, communications, transport
390	Customs, etiquette, folklore
400	**Language**
410	Linguistics
420	English & Old English
430	Germanic languages German
440	Romance languages French
450	Italian, Romanian, Rhaeto-Romanic
460	Spanish & Portuguese languages
470	Italic languages Latin
480	Hellenic languages Classical Greek
490	Other languages
500	**Natural sciences & mathematics**
510	Mathematics
520	Astronomy & allied sciences
530	Physics
540	Chemistry & allied sciences
550	Earth sciences
560	Paleontology Paleozoology
570	Life sciences
580	Botanical sciences
590	Zoological sciences
600	**Technology (Applied sciences)**
610	Medical sciences Medicine
620	Engineering & allied operations
630	Agriculture
640	Home economics & family living
650	Management & auxiliary services
660	Chemical engineering
670	Manufacturing
680	Manufacture for specific uses
690	Buildings
700	**The arts**
710	Civic & landscape art
720	Architecture
730	Plastic arts Sculpture
740	Drawing & decorative arts
750	Painting & paintings
760	Graphic arts Printmaking & prints
770	Photography & photographs
780	Music
790	Recreational & performing arts
800	**Literature & rhetoric**
810	American literature in English
820	English & Old English literatures
830	Literatures of Germanic languages
840	Literatures of Romance languages
850	Italian, Romanian, Rhaeto-Romanic
860	Spanish & Portuguese literatures
870	Italic literatures Latin
880	Hellenic literatures Classical Greek
890	Literatures of other languages
900	**Geography & history**
910	Geography & travel
920	Biography, genealogy, insignia
930	History of ancient world
940	General history of Europe
950	General history of Asia Far East
960	General history of Africa
970	General history of North America
980	General history of South America
990	General history of other areas

*Consult schedules for complete and exact headings

BEST COPY AVAILABLE

Decimal Order

The DDC uses **decimals**, so to understand the value of the numbers, think of them as money. The numbers to the left of the decimal would be the dollars; those to the right of the decimal point would be the cents. Consequently **the longer numbers to the right of the decimal point do not always indicate a higher value.**

The order in which the books would be shelved is:

Book Numbers		Money
940	=	$940.00
940.1	=	940.10
940.232	=	940.23
940.288	=	940.28
940.3	=	940.30
940.4147	=	940.41
940.42	=	940.42
940.531426	=	940.53
940.54	=	940.54

Cataloging

The purpose of cataloging the library collection is to provide an **index** to the materials. Cataloging the library materials enables a person to find an item when the author, or composer, or the title, or a subject is known. The catalog indexes the holdings of the library by a certain author, or on a certain topic, or by a certain composer, or by type of music, etc.

For a book or other printed materials, the cataloger examines the title page and notes the:

- author
- title
- publisher and place of publication
- date
- identifying numbers (ISBN, ISSN) and other information specific to the item (series, edition, etc.)

Then the content of the book is examined to determine what the book is about. These topics are translated to "subject headings," which are standard words and phrases. Many libraries use the subject headings developed by the Library of Congress.

The cataloging of films, filmstrips, maps, music, etc. is similar. The producer, the number of frames, the speed and size of the sound recording, the performers, the scale of the map, and other identifying information is recorded. Subject headings are assigned, similar to those used for books.

The information about these library materials is produced in a standard library format, and becomes the library's catalog. This catalog may consist of cards; or be produced on microfilm; or on microfiche, as is the Alaska Library Network Catalog; or in a computer, etc.

The card catalog will be used as illustration for this discussion, but the explanation can be applied to any catalog, regardless of format.

A card is prepared for each way a person might look for a book, sound recording, film, etc.; that is by author, composer, title, subject, and so on. A group of cards for one item is called a card set. The cards are filed in the card catalog and become the index to the library collection. People can look in the card catalog to find which books are likely to have the information they want, or whether the library has books by a certain author, or a recording by a certain composer—or similar questions.

Card Catalog

The **card catalog** is a tool to locate library materials and should be placed in the public area of the library. Both the public and the library staff will use the catalog. A card catalog consists of a cabinet with a series of drawers or trays containing cards which index the library collection.

Preprinted catalog cards and blank catalog cards are available. Blank cards are sold through library supply houses. Catalog cards are a standard 3" x 5" card with a hole in the center near the bottom of the card. The drawers in a card catalog have a rod which goes through the cards to keep them in place. A locking mechanism allows library staff to remove the rods for filing, and to reinsert them after filing. The rod keeps the cards from being removed accidentally from the drawer and in correct order after they have been filed.

Preprinted cards for books that have been cataloged and classified are available from publishers, book jobbers, and companies whose only business is the production of card sets. Automation is used to produce the preprinted cards. The larger firms and most libraries use cards meeting national standards of headings, punctuation, and spacing. See the section, "Processing" for more information.

Examples: Main Entry and Shelflist Card

Main entry
(Author)
Card

523 **Gallant, Roy A.**
GAL National Geographic picture atlas of our universe. Rev. ed. National Geographic Society, c1986.

284 p. illus., (part col.), col. maps

Text and illustrations explore the history of astronomy, the solar system, the universe, and new space discoveries.

1. Solar system. 2. Astronomy. I. Title.

QB68.G34 1986 523
ISBN 0-87044-645-2

Shelflist
Card

523 **Gallant, Roy A.**
GAL National Geographic picture atlas of our universe. Rev. ed. National Geographic Society, c1986.

284 p. illus., (part col.), col. maps

Text and illustrations explore the history of astronomy, the solar system, the universe, and new space discoveries.

Purchasing Information —— c.1 B & T 1/87 18.95 lib. bdg.

Tracings —— 1. Solar system. 2. Astronomy. I. Title.

QB68.G34 1986 523
ISBN 0-87044-645-2

Dictionary and Divided Catalogs

The cards in a catalog can be filed in different arrangements. A **dictionary card catalog** has all cards, whether author, title, subject, composer, illustrator, or added entry, filed in one alphabetical sequence.

The *Alaska Library Network Catalog* is a **divided catalog** in its filing and is produced by computer in microfiche format. Since the *ALN Catalog* is in almost all libraries with fiche readers, libraries may wish to follow the same filing rules as the *ALN Catalog*.

A divided catalog has two or more types of cards in separate filing sequences. For example:

Authors & Titles Subjects	or	Authors Titles Subjects
(filed in two separate filing sequences in the catalog)		(filed in three separate filing sequences in the catalog)

Either a divided catalog or a dictionary catalog is satisfactory.

TRACINGS

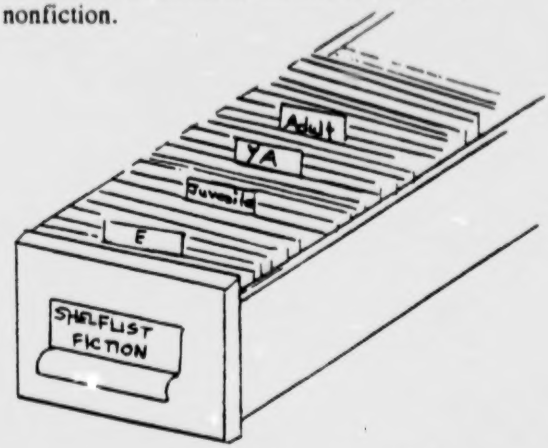
Near the bottom of a catlog card are listed all the subjects, other authors (if more then one and less than four), illustrator, etc. This information is known as the "tracings." The tracings enable anyone using the catalog to know the various words under which the title has been indexed in the card catalog. Whenever items are being discarded from the collection, the cards listed in the tracings need to be removed from the card catalog. See the illustration on page 10.

Shelflist

The **shelflist** is an inventory record of the materials in the library. These cards are filed in the same order that the books are arranged on the shelves. The shelflist card is one card of the card set and is a duplicate of the main entry card. On it the librarian lists information such as the number of copies the library has, the cost, and the date the title was added to the collection.

SHELFLIST FILING

In a shelflist the cards are filed in the same order as the books on the shelves. If there is a separate shelving section for Easy books (picture books), then there is a separate section in the shelflist for them. If all nonfiction is shelved together, regardless of reading level, then all nonfiction will be interfiled in the shelflist. If juvenile nonfiction books are shelved separately from adult nonfiction, then there will be two filing sequences for the nonfiction in the shelflist. One filing sequence will be for the J nonfiction, and one for the adult nonfiction.

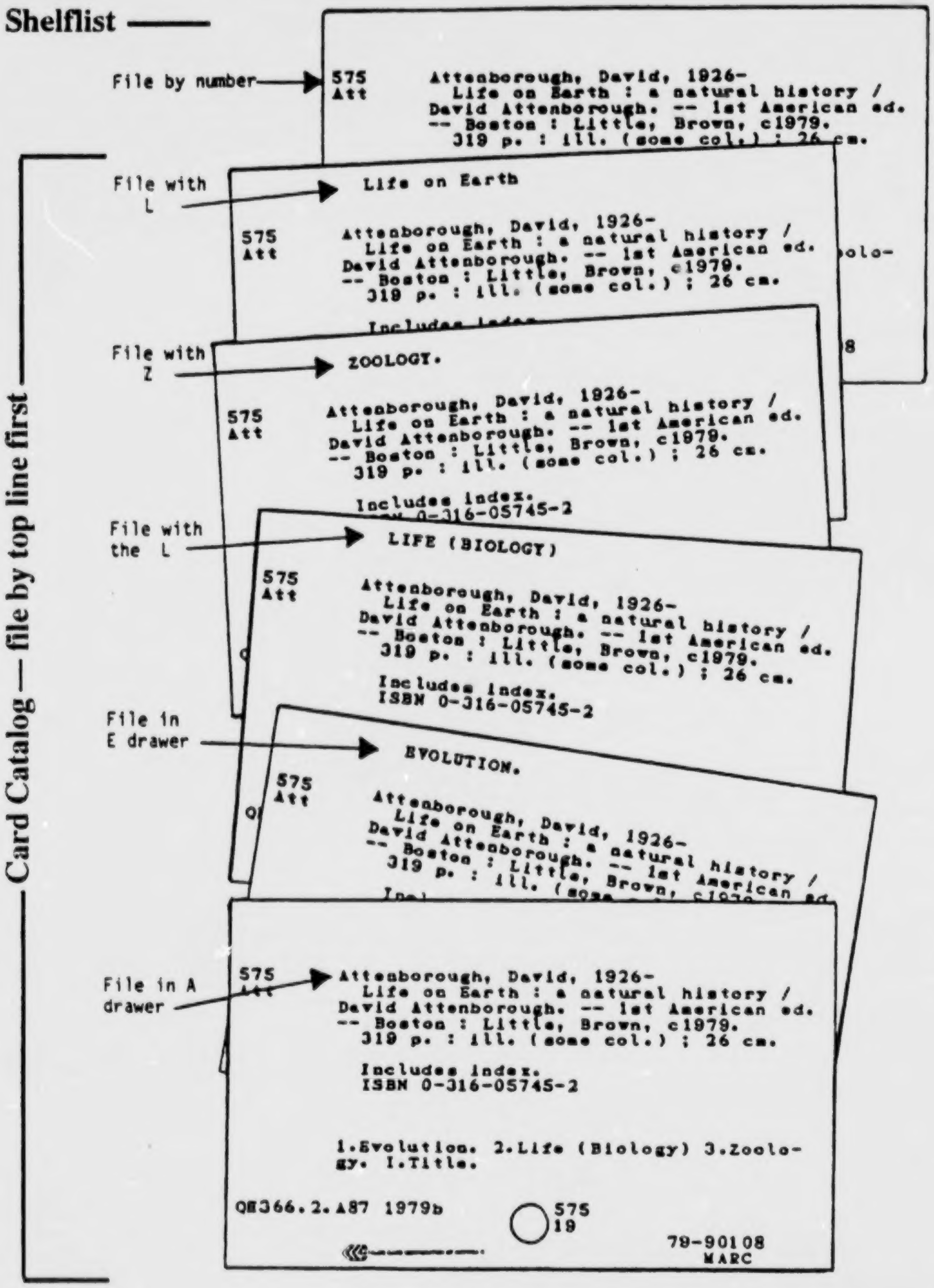


Shelflist cards for fiction will be in alphabetical order by the author's last name, and a separate filing section is needed for the "E", the "J", "YA" (if used), and adult titles.

A separate filing section is needed for Alaskana fiction (if shelved separate from the remainder of the collection) and for Alaskana nonfiction, and for the music cassettes, etc. A nonfiction drawer will have the cards arranged in numerical order by the classification number.

The shelflist is generally retained in the library work area since it is maintained for inventory, weeding, ordering, and other operations of library staff.

The cards filed in the card catalog are filed first by the top line of the card. See the example below.



575
Att
Attenborough, David, 1926-
Life on Earth : a natural history / David Attenborough. -- 1st American ed. -- Boston : Little, Brown, c1979.
319 p. : ill. (some col.) ; 26 cm.

Life on Earth

575
Att
Attenborough, David, 1926-
Life on Earth : a natural history / David Attenborough. -- 1st American ed. -- Boston : Little, Brown, c1979.
319 p. : ill. (some col.) ; 26 cm.

ZOOLOGY.

575
Att
Attenborough, David, 1926-
Life on Earth : a natural history / David Attenborough. -- 1st American ed. -- Boston : Little, Brown, c1979.
319 p. : ill. (some col.) ; 26 cm.

Includes index.

LIFE (BIOLOGY)

575
Att
Attenborough, David, 1926-
Life on Earth : a natural history / David Attenborough. -- 1st American ed. -- Boston : Little, Brown, c1979.
319 p. : ill. (some col.) ; 26 cm.

Includes index.
ISBN 0-316-05745-2

EVOLUTION.

575
Att
Attenborough, David, 1926-
Life on Earth : a natural history / David Attenborough. -- 1st American ed.
-- Boston : Little, Brown,
319 p. : ill.

575
Att
Attenborough, David, 1926-
Life on Earth : a natural history / David Attenborough. -- 1st American ed. -- Boston : Little, Brown, c1979.
319 p. : ill. (some col.) ; 26 cm.

Includes index.
ISBN 0-316-05745-2

1.Evolution. 2.Life (Biology) 3.Zoology. I.Title.

QH366.2.A87 1979b
575
19
79-90108
MARC

BEST COPY AVAILABLE

Card Sets

A card set consists of several cards. These can be:

1. **Main entry** card (author, editor, composer, etc.)
2. **Subject** cards (words all in capital letters on the top line)
3. **Title** card
4. **Added entries** (title, illustrator, a second author, series, etc.)
5. **Shelflist** card (inventory record)

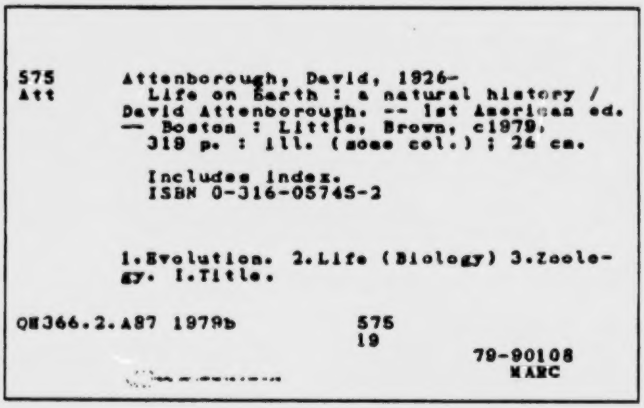
Not all books have all these cards. You can tell which cards are in a set by looking at the tracings near the bottom of the card. The **subjects are numbered 1, 2, 3**, etc. The added entries are numbered with Roman numerals, I, II, etc.

In the example below the subjects are:

1. Evolution. 2. Life (Biology) 3. Zoology

The added entry is:

I. Title.



575
Att

Attenborough, David, 1926-
Life on Earth : a natural history / David Attenborough. -- 1st American ed. — Boston : Little, Brown, c1979.
319 p. : ill. (some col.) ; 26 cm.

Includes index.
ISBN 0-316-05745-2

1.Evolution. 2.Life (Biology) 3.Zoology. I.Title.

QH366.2.A87 1979b
575
19
79-90108
MARC

This set of cards would consist of six cards as follows:

1. Main entry	Attenborough, David
2. EVOLUTION	subject
3. LIFE (BIOLOGY)	subject
4. ZOOLOGY	subject
5. Life on earth	added entry, title
6. Shelflist card	

If more than six cards arrive with this title, the extra cards should be thrown away! Some computer systems make a minimum of six or eight cards even though a title does not need that many.

This set of catalog cards was prepared by a commercial firm using data in its computer. The cataloging information was prepared by the Library of Congress.

It is recommended that libraries purchase the catalog card sets rather than typing their own. More information about this procedure is given in Chapter IV, "The Library Collection."

Card Catalog—Filing

The card catalog is the index to the library collection by author, composer, editor, title, subject, etc. Depending on local practices it can also index by illustrator, series name and more. Phonograph recordings, films, filmstrips, audiotapes, photographs, maps and other library materials can be indexed in the card catalog.

The catalog is a complicated library tool, and, over the years, rules have developed on filing in the catalog. Libraries throughout the country have followed these rules, with some local variations. One reason for consistency with filing rules is so that users can learn how to find materials in one library—and with that learning, know how to use libraries in another community, in schools, and in colleges and universities.

Automation has forced some changes in filing rules. People can make judgments, but a computer hasn't that degree of flexibility. Libraries which have card catalogs already established will need to know the new rules in order to use the *ALN Catalog* effectively. Libraries making extensive revisions or refiling may want to use the new rules for consistency and as an aid to library users as they use both the card catalog and the *ALN Catalog*.

A couple of basic principles shaped the new filing rules:

"1. Elements in a filing entry should be taken in exactly the form and order in which they appear." [5]

An application of the new rules means that no longer will titles beginning with numerals, such as *101 Dalmations*, be filed as "one hundred and one," nor will Mac and Mc be interfiled, nor will St. George be filed as "Saint George." The numbers 101 will be filed with other numbers before any cards beginning with letters, Mac will precede Mc, and St. will precede longer words beginning with the letters St as in state or street.

"2. Related entries should be kept together if they would be difficult to find when a user did not know their precise form." [6]

Headings beginning with the same words are grouped together; a longstanding rule which hasn't changed.

Some of the most commonly used filing rules and examples are included in Appendix V. This was done so that they can be duplicated for staff or filed in a procedure manual—whichever is convenient. The rules will require slight modification if the library has a divided catalog because author, title, and subject cards will not be in just **one** alphabetic sequence.

Remember, **all capital letters on the top line indicate a subject card**.

CIRCULATION

Circulation in the library is the activity of lending library materials to borrowers and keeping a record of such loans. The **method** by which materials are circulated is called the circulation system.

Registration Files

A registration file is a file of all library users. It will contain the names, addresses, and telephone numbers. Some libraries ask that a name be listed of someone who would know their address if they moved.

Registration files are not essential, particularly in small communities where everyone is known. It is the larger towns where the library cannot locate people to remind them of overdue books that registration files may be needed. A library in a community with a very transient population may decide a registration file is necessary. A library with an automated circulation file will need a registration file.

Anchorage Municipal Libraries did not register borrowers until an automated circulation system was installed in the late 1980s. Maintaining the files is expensive in personnel time so if registration can be avoided, that staff time can be used in other ways.

Circulation System

The library's circulation or lending system is the record of which items are checked out, to whom, and when they are due to be returned.

Most small public and school libraries use a book card system, that is, each book has its own card. The borrower signs the book card, or it is marked with the borrower's number at the time of check out. The card is then filed under the date the book is due. A "date due" slip in the book is stamped with the last date the book is to be returned to the library without being overdue. When the book is returned, the card is put back in the book and the book is reshelved.

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5. *Library of Congress Filing Rules*. Prepared by John C. Rather and Susan C. Biebel. (Library of Congress, 1980).

6. Ibid.

With an automated circulation system, only a date due slip is needed in the book or other library material. Its purpose is to inform the borrower of the date the item is due back in the library.

A circulation system should be as simple as possible. It should provide the necessary information yet require a minimal amount of staff time. The benefits of the activity should be greater than the costs to perform it.

LOAN PERIOD

The **loan period** is the length of time the borrower is given to use the library materials, that is to read a book or magazine, to listen to an audiotape, etc. Loan periods in public libraries are usually from one week to a month. Items in demand, such as magazines, new books, or holiday books, may have a short loan period, perhaps only seven days. Items in the general collection have longer loan periods of two to four weeks.

DUE DATE

A **due date** is the date the library material is due back in the library. Items may be returned earlier, but the Due Date is the final day to return an item before it becomes overdue (or late). This due date is usually stamped on a date due slip in the book as a reminder to the borrower.

One means of keeping the circulation system as simple as possible is to use only one due date during an entire week for items in the general collection. Or due dates can be on the 1st and 15th of each month so that there are only two due dates per month. Exceptions can be made for new or leased books, periodicals, media, and holiday items, which may have shorter loan periods. Sample circulation procedures are included in the Appendix VIII, "Procedures."

PERIODICALS — CIRCULATION

The high demand for periodicals or their high loss rate may make it advisable to have a shorter loan period for magazines. Preparing a book card for every issue of every magazine is time consuming and wasteful in supplies. Library supply firms sell a special type of card for checking out magazines.

The title of the periodical is typed or written on the top line, the date of the issue is written next to the borrower's name, and the due date. When the item is returned the line is crossed out and the card used again for another issue. See example below:

Newsweek		
Date of Magazine	Borrower's Name	Date Due
10/27/91	[redacted]	Nov. 16, 1991
3/20/92	Ima Reader	Apr. 1, 1992

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VERTICAL FILE — CIRCULATION

There are probably almost as many ways to check out pamphlets, maps, pictures, and other vertical file material, as there are libraries.

Once again - keep it simple. Blank book cards, scrap catalog cards (reverse side) or memo paper (3" X 5") can be used for checkout. Some libraries use the subject and the person's name. Example:

Energy Conservation, 3 pamphlets
Due: Feb. 15, 1992
John Reader

Other libraries, list each pamphlet. Example:

1. *Save energy: save money*
2. *Passive design for the energy conscious consumer*
3. *Energy conservation handbook*

Due: Feb. 15, 1992
John Reader

Kenai Community Library uses the large envelopes received in the mail for check out of vertical file materials. The pamphlets are placed inside the envelope with the due date stamped on the outside of the envelope. Some advantages of this method are: no cost for supplies since the envelopes are free, the library address on the outside of the envelope is a reminder to users of library materials, and the large envelope is not as easily misplaced as small pamphlets.

Automation

Microcomputers and software are becoming increasingly functional for small libraries. Library staffs find a number of library applications; circulation, public catalog, word processing, budgeting, desk top publishing to produce certificates, flyers, newsletters, etc.

PREPARING FOR AUTOMATION

Circulation is one of the first functions that draws attention, and several systems are designed for small libraries. Automated systems, once installed and the collection entered into the system, can save personnel time. Often it is easier to obtain funding for automation than it is to obtain approval for a new staff member. Horror stories abound about inadequate storage of data, the necessity of entering the entire collection by keying in the information, and more sad tales. Do your homework carefully before preparing a "Request for Proposal."

If you are considering the purchase of an automated system, contact the State Library automation consultant for assistance. Names and addresses are included in this manual in the section, "Addresses."

You need to become more knowledgeable about automation too:

Visit exhibits during the annual conference of the Alaska Library Association, and contact staff working in libraries which have automated services. Request books on interlibrary loan and request evaluations of automated systems from *Library Technology Reports*.

ASK QUESTIONS:

- What is the storage capacity and how is data stored? Library needs are complex and consume vast quantities of disc storage. A large number of floppy disks can be a nuisance to manage.
- Is it necessary to manually key each record into the database? Or can a short record (LC card number or abbreviated title) be run against a large database and the records transferred automatically?
- Is it capable of more than one function, that is circulation, acquisitions, on-line catalog, serials control, etc.? Can the equipment be used to access other automated systems in the state?
- Does the stored record meet national standards of cataloging and classification? Even a short record can be compatible with national standards but not all systems are designed for this.

- What products can it output? Examples: overdue notices and statements, bibliographies.

These are only a few questions to ask, and analysis of the needs of your own library is a first priority. Based on the size of the operation, be sure that the automated system saves personnel time over that required of manual methods.

Confidentiality of Library Records

In 1985 the State Legislature passed a law assuring library borrowers of the right to confidentiality of their records of materials borrowed from the library. Except by order of the court, information of who has used library materials shall be kept private. Any circulation system or circulation procedure must remove or obliterate the name of the person who checked out the materials when the materials are returned to the library. Automated systems remove the record. For a manual system, the name must be marked out with a felt tipped pen.

A copy of the law is included in Appendix I.

Overdues and Fines

Debates continue on the issue of whether to charge fines for overdue library materials. Many adults remember as children being forbidden to use the library because of fines for late books. Fines are intended to encourage the prompt return of library materials, materials which belong to the community as a whole. Some libraries consider fines as a source of income.

Other libraries believe fines to be a hardship to children, to cost more to administer than they bring in, and damage the library's image. Library staff say they receive fewer complaints from borrowers if no fines are charged. Studies indicate that fines may not be particularly effective. In these studies it was found that the rate of return showed little difference, but **more books were returned when fines are not charged**.[7]

Overdue Notices

The study showed that the action taken by the library which had the greatest effect on the return of library materials was that of overdue notices. Two factors were important:

1. Promptness of overdue notices.
2. Frequency of reminders (another copy of the overdue notice).

Most books are returned by the due date or within one week following it, so it is advisable to wait until a book is eight days overdue before sending the first overdue notice.

Library supply companies sell multi-copy overdue forms so it is possible to prepare a notice once and have three copies—one to be mailed when the item is one week overdue, the second copy two weeks following the due date, and the third copy three to four weeks after the item was due. When the item is returned, any duplicate copies of the overdue notice are destroyed. The notice has accomplished the task of getting the library materials returned.

FINES

If the library board determines there is a need for some punishment for the willful retention or loss of library materials, alternatives might be offered:

- fine OR
- work in the library to pay off fine at x cents per minute OR
- replace book OR
- give another book of comparable value acceptable to the librarian OR
- give needed supplies; for example, marking pens, mailing tape, cookies for story hour or other library program, shovel snow

  OR
- have a "conscience" piggy bank so people can make voluntary contributions

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[7] Hansel, Patsy and Robert Burgin, "Hard Facts about Overdues," Library Journal 108 (Feb. 15, 1983); 349-350.

ALASKA LIBRARY NETWORK CATALOG

The ALN Catalog is produced from the database of the Western Library Network. The WLN database lists the holdings of over 100 libraries in the Pacific Northwest and has the potential of interfacing with other automated systems in the United States and other countries.

The catalog is distributed to Alaska's libraries by the State Library in microfiche format. Microfiche is a miniaturization process that results in a flat sheet of film similar to photographic film. Each sheet contains hundreds of tiny images of bibliographic records. Because these bibliographic records are so tiny, a machine, called a microfiche reader, must be used to enlarge the print so it can be read.

Using the Alaska Library Network Catalog

The *ALN Catalog* contains records of the holdings of over 40 Alaska libraries. These libraries include the universities, community college libraries, public, and school libraries, and special libraries; for example, medical libraries, Fish and Game, Marine Science, Alcohol and Drug Abuse libraries, etc.

The few inches of microfiche are the equivalent of hundreds of card catalog drawers from these libraries. It is an advantage to library users and to library staff not to need to travel or to telephone to find out whether a certain book or magazine is available. ALN is a major reference tool for all Alaska libraries. Some of its uses are to:

- identify authors, titles, publishers, and copyright date
- verify spelling of authors'names
- obtain cataloging information
- find Library of Congress and ISBN numbers
- determine if there have been books or films produced on a certain subject or topic
- find which libraries own titles a patron wants to borrow
- determine whether any Alaska library owns a particular title

The ALN Catalog contains information about books, periodicals, films and videocassettes, and other media, and printed materials. It is produced from magnetic tapes prepared by Library of Congress and from cataloging prepared by other selected libraries. The entries must meet national standards of cataloging and classification.

Editions of the ALN Catalog

Editions of ALN can be either **cumulated** or be a supplement. A cumulated edition contains all the entries that were in the previous edition, unless the titles have been discarded by the owning library, **plus** the titles newly input into the data base since the last catalog.

A **supplement** contains only those entries which have been added to the data base since the last catalog was produced. If a supplement has been issued, both the previous edition and the supplement need to be retained—but **do not interfile**.

CUMULATED EDITIONS

When a cumulated edition is distributed, previous editions can be discarded. In fact you should discard older editions because the information about location might no longer be correct. Also, use of the catalog is more difficult because of the increase in the number of fiche. The most recent date, given on top of each sheet of fiche, tells you when it was published.

Divided Catalog Arrangement

ALN is arranged in two alphabetic sequences; one for authors and titles and one for subjects. In this arrangement numbers precede letters; and authors and titles are interfiled, A to Z, according to accepted filing rules. Subjects are filed in a separate alphabetic arrangement.

BIBLIOGRAPHIC RECORDS

Most of the entries in ALN are **brief bibliographic records**. They list the author(s), or editors, compilers, title, city of publication, publisher, publication date, and edition (if not the first), plus the classification number, and locations of the owning libraries.

A **full bibliographic record** contains additional information, the most important being the subject headings used to index that particular title. The full bibliographic record is displayed **only** in the title entry in ALN. With the exception of children's fiction, subject headings are usually assigned only to nonfiction. These subject headings can be used in a variety of ways to:

1. Find out what the book is about
2. Find related subject headings which may identify other books which could be useful, or might be more relevant to the desired topic
3. Tell whether a book is really nonfiction

GUIDEWORDS

The words in the upper right corner of each fiche are guidewords which tell the **first and last words** used on that sheet of fiche. This is similar to the guidewords which appear at the top of each page in a dictionary. The guidewords help you locate the fiche which will have the author, title, or subject you want.

COLUMN WORDS

The bibliographic records are listed in columns. Each column is headed with the first words in the column (other than a, an, or the) and at the bottom of each column are the first words of the last entry in the column. These column words enable you to skim across until you find the column where the particular item is likely to be listed. Using both the guidewords and the column words, it is possible to quickly reach the desired location on a fiche, even though there are hundreds of entries on each sheet.

SUBJECT HEADINGS

The subject headings in the ALN catalog are those of the Library of Congress (LC). If a library has used Sears subject headings, there will be differences in the indexing terminology. Sears headings are more general in treatment than those of L.C., which offer more specific and diverse subject headings.

CLASSIFICATION NUMBERS

The numbers on the backs or spines of library books group together books on the same subject and indicate positions on the shelves. These are classification numbers. The two major classification schemes used in the United States are the Dewey Decimal system and the Library of Congress Classification. A library uses one or the other classification, not both. You will find both systems of classification listed in ALN, however, since some Alaska libraries use Dewey numbers, while others use the L.C. classification.

Larger libraries and special libraries usually use L.C. classification because of the more preciseness of the number and the greater expansion of numbers. Smaller libraries use Dewey numbers because the fewer available numbers group similar subjects more closely together on the shelves.

LOCATIONS OR OWNING LIBRARIES

Symbols are used to indicate which libraries own which books. The meaning of the symbols and addresses of the libraries are listed on the cards which come with the fiche sets. The libraries whose holdings are listed in the 1990 edition of the *ALN Catalog* and their symbols are listed on the next pages.

Libraries in the Alaska Library Network Catalog and Their Symbols

Ak = Alaska State Library, Juneau
AkAAH = Alaska Health Sciences Library, Anchorage
AkAAPU = Alaska Pacific University Library, Anchorage
AkAAR = Alaska Resources Library, Anchorage
AkAAVS = UAITC/CIT/Audio Visual Services, Anchorage
AkAbF = Auke Bay Fisheries Laboratory Library, Auke Bay
AkAFG = Alaska Dept. of Fish & Game, Habitat Division, Anch.
AkA-1;AkAR = Anchorage Municipal Libraries, Anchorage
AkAS = Anchorage School District
AkAU = University of Alaska, Anchorage
AkB = Kuskokwim Consortium Library, Bethel
AkBarN = North Slope Borough School District, Barrow
AkDFG = Alaska Department of Fish & Game Library, Douglas
AkDJHS = Juneau-Douglas High School Library, Juneau
AkEiel = U.S.A.F. Eielson Library, Fairbanks
AkElm = U.S.A.F. Elmendorf Library, Anchorage
AkElm-M = U.S.A.F. Elmendorf Medical Library, Anchorage
AkF = Fairbanks North Star Borough Library
AkFg = Fort Greely Post Library, Delta Junction
AkFM = Fairbanks Memorial Hospital Library
AkFr = Fort Richardson Post Library, Anchorage
AkFw = Fort Wainwright Post Library, Fairbanks
AkFWHS = West Valley High School Library, Fairbanks
AkHom = Homer Public Library
AkJ = Juneau Memorial Library
AkJBM = U.S. Bureau of Mines Library, Juneau
AkJFS = U.S.D.A. Forestry Sciences Library, Juneau
AkJL = Legislative Reference Library, Juneau
AkJU = University of Alaska Southeast Library, Juneau
AkK = Ketchikan Public Library
AkSC = Sitka Council on Alcoholism & Drug Abuse Library
AkSJ = Sheldon Jackson College, Stratton Library, Sitka
AkSolK = Kenai Peninsula Community College Library, Soldotna
AkSol = Soldotna Public Library

AkSSD = Sitka School District
AkU = Rasmuson Library, University of Alaska Fairbanks
AkU-AB = University of Alaska Fairbanks, Institute of Marine Biology
AkU-G = University of Alaska Fairbanks, Geophysical Institute
AkU-M = University of Alaska Fairbanks, Biomedical Library
AkU-MS = University of Alaska Fairbanks, Institute of Marine Science
AkU-Mu = University of Alaska Fairbanks, Museum Library
AkU-W = University of Alaska Fairbanks, Wildlife Library
AkV = Valdez Public Library
AkWas = Wasilla Public Library

INTERLIBRARY LOAN

No library can possibly have everything its users want or need. No library can answer every question. Even major libraries with library collections in the millions cannot meet the needs of all their users. Consequently libraries borrow materials from other libraries. This lending of books and other materials from one library to users of another library is called interlibrary loan (inter = between) but often abbreviated to the letters ILL (eye ell ell). This borrowing and lending is a reciprocal relationship, that is libraries must be willing to loan materials as well as to borrow them from other libraries.

Interlibrary loan has been formally established in the northwest since 1940. It began as an activity of the Pacific Northwest Library Association. The philosophy of interlibrary loan was expressed by the association:

"As an expression of the view that each library holds its books in trust for the Region as a whole, the libraries of the Pacific Northwest lend each other books for all kinds and conditions of clients, for any purpose, and for any length of time, within reason. It is understood, however, that each library reserves the right to decide whether to lend a given book for the purpose and length of time requested. The borrowing library assumes responsibility for the safe return of the book, and pays transportation charges both ways."

Interlibrary (ILL) Requirements

Thousands of books are loaned annually, and thousands of photocopies made of periodicals. This amount of activity has made it necessary to establish procedures and protocols in order to handle the volume of requests.

FORMS

It is necessary that ILL requests be prepared on standard forms or that they be transmitted by computer and telecommunication in a standard format. The standard ALA forms are sold by library supply firms and are accepted nationally by libraries of all types and sizes.

Formats have been developed for transmitting requests by electronic mail and within the ILL subsystems of the Western Library Network and OCLC bibliographic data bases.

Because of the volume of ILL requests larger libraries receive, it is necessary to follow the established procedures and routing protocols. If not followed, requests are likely to be returned for correction to the requesting library.

Each request must be made separately. Lists are unacceptable because one or more items on a list might be unavailable at the time.

Types of Requests

Materials can be requested by author, title, or by subject; for books or magazine articles; or for answers to reference questions, etc. A brief explanation of the information needed on the forms is explained in the following pages

Materials and Equipment Needed

Good ILL practices require use of:

- Microfiche reader
- *Alaska Library Network Catalog*
- ALA Interlibrary Loan forms or computer and telecommunications format
- Use of protocols explained in the *Alaska Interlibrary Loan Manual* or the shorter *Interlibrary Loan Guide*, both of which are distributed by the State Library. If your library does not have one of these publications, request copies from the nearest State Library office.

Routing of Requests

The libraries of the state are organized into three regions, Northern, South Central, and Southeast Regions. This is a means of having materials available as near to users as possible. **Each region has a Resource Library and a Research Library**. The Resource Library is the largest public library in the region. The Research Libraries are those whose breadth and depth of collection can support scholarly research. These libraries are:

Resource Libraries:

Juneau Public Libraries
Anchorage Municipal Libraries
Fairbanks North Star Borough Library

Research Libraries:

Alaska State Library
University of Alaska Anchorage
University of Alaska Fairbanks

In order to share the ILL workload and the use of library collections among as many libraries as possible, certain protocols have been adopted. Protocols are a sort of etiquette to be followed. In the case of interlibrary loan—it is when you want to borrow something that belongs to another library. These protocols establish from which libraries to request interlibrary loans, and they specify the sequence of routing.

Public and school libraries route requests to the Regional Resource Library. Academic and special libraries route requests to a Research Library. If possible, request a title located in the *ALN Catalog* from within the same region as your library.

Author/Title and Periodical Requests:

1st Try to obtain materials locally

2nd Route to a known location (identified in the *ALN Catalog* or *LaserCat*) and a like type of library, if possible

public library	public library
school library	school or public library
academic library	academic library
special library	research library

3rd Route to Regional Resource or Research Library when:

1. location is not known
2. title, author, or journal cannot be identified
3. only known location is out of state

The Resource and Research Libraries will search on-line data bases and other resources to try to locate titles both within and outside the state.

Subject Requests:

1st Try to obtain locally

2nd Route to the Regional Resource or Regional Research Library in your region

There is no charge for the loaning of materials among Alaska's libraries. The Alaska State Library supports interlibrary loan by funding ILL costs charged by libraries outside the state through the Alaska Project. If you have questions about procedures or charges, contact your Alaska State Library Coordinator.

COPYRIGHT

Copyright is the right granted by law to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of various works. Copyright protection extends to literary, musical, and dramatic works; motion pictures, sound recordings, and other audiovisual works; plus other productions and artistic works. The length of time of a copyright is the lifetime of the author plus 50 years.

There are limitations to the exclusive rights of the copyright owner. These limitations are called "the guidelines of fair use." The statutory criteria (federal law) are:

(1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

(2) the nature of the copyrighted work;

(3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

(4) the effect of the use upon the potential market for or value of the copyrighted work.

A library may make a single copy of a print item if that item is damaged or deteriorating, and a replacement **cannot** be purchased at a fair price.

Photocopying

Photocopying can be an infringement of copyright law depending on the use and quantity of duplication. In the case of a photocopy machine used by the public and unsupervised by the library staff, neither the library nor its employees can be held liable for copyright infringement.

However, **the libarary is required to post the following notice on or near the unsupervised photocopy equipment:**

"Notice: The copyright law of the United States (Title 17 U.S. Code) governs the making of photocopies or other reproductions for copyrighted material. The person using this equipment is liable for any infringement."

Interlibrary Loan and Copyright

Interlibrary Loan is effected by copyright law. Photocopying is not intended to substitute for the purchase of works protected by copyright. There is generally no problem with the **loaning** of materials; it is the photocopying or the duplication of works (media, computer software) where most copyright violations occur.

Periodicals and reference books can present problems because libraries prefer to photocopy the particular article or the desired information wanted from these library materials rather than lend them.

"Fair use" is a privilege granted to libraries, to educational institutions and to individuals. Fair use allows copying, without permission from or payment to the copyright owner, **when the use is reasonable and not harmful to the owner**.

A single copy of a single article is within fair use guidelines, as is the copying of a small part of a copyrighted work. Photocopying in multiple quantities might not be considered fair use.

ILL requests for photocopying should not be in such quantities that requests become a substitute for purchase.

Records of Photocopying

The **borrowing library** is responsible for maintaining records of requests it makes for photocopies. These records are for copyright purposes. Guidelines for records of photocopying of interlibrary loan requests have been established.

- **A record of a periodical request is needed IF the article(s) was published within five years prior to the date of the request.**
- Photocopies made from periodicals more than five years old are excluded from provisions of the law.
- Generally the borrowing library may receive five photocopies within a calendar year from a single periodical title which it does not own without being subject to paying the royalty charge.
- Writings with expired copyrights may be photocopied without restriction.
- U.S. government publications generally may be photocopied without restrictions, except to the extent they contain copyrighted materials.
- **Notice of copyright is required to appear on the photocopy of a periodical article or part of a larger work. The following statement is acceptable:**

  "Notice: This material may be protected by copyright law (Title 17 U.S. Code)."

Form of Record

Records of periodical requests should be maintained by title. The records can be a copy of the ILL request, or a card file, or a list, etc.

Retention of Records

"Records of items published within the previous five years, requested and/or supplied by photocopy, must be kept until the end of the third complete calendar year after the end of the calendar year in which the request is made."[8]

Media and Copyright

"Since many libraries now have audio and video cassettes as part of their collections, they must also be aware of the guidelines for A-V materials. Copyright law restricts you from making a duplicate of amy media item without specific permission of the copyright holder. You may **not** make an archival copy or copy materials to other formats. Copyright of media materials also includes the right to "perform" or to "display." This means you need permission to show these programs to an audience. Many video cassettes are sold to libraries with "Home Use Only" rights. These programs can be loaned to individuals but should not be used for library programming, or shown to a group in the library. Many distributors will allow you to purchase the "public performance rights" for videos you wish to use in the library.

In the area of "performance rights," copyright law has made some exceptions for schools. Any video legally obtained, (purchased, rented, or borrowed), can be shown in a **classroom** as long as it is part of the instructional program. Schools can show "Home Use Only" videos in classrooms, but not in the library, and not for student entertainment."[9]

Computer Software Lending

The Computer Software Rental Amendments Act of 1990, part of Public Law 101-650, granted owners of copyright an exclusive right to control public distribution of the program by rental, lease, or lending. An exemption in this federal law allows nonprofit libraries to lend software for nonprofit purposes without the permission of the copyright owner. However, libraries are required to have a copyright warning affixed to the package of any circulating software purchased after December 1, 1990. A copy of the copyright notice is reprinted in the appendix for this chapter.

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[8] National Commission on New Technical Uses of Copyrighted Works. *Guideline 4*.

[9] Letter from Mary Jennings, September 18, 1991.

Chapter VI

Selection Policies

Selection Policies

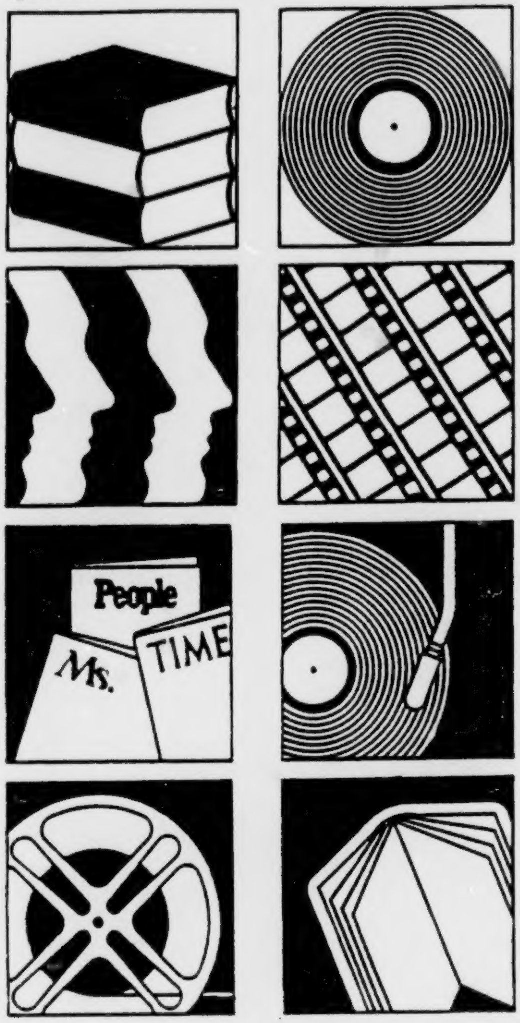
A public library serves a population with diverse interests, cultural backgrounds, reading skills, and beliefs. A basic philosophy of a democratic society is that free acess to information and ideas are the rights of a free people. The public library is the cornerstone of that philosophy. Because the public library exists to serve everyone in the community, the library is vulnerable to criticism from smaller portions of that community, either individuals or groups. Some people may not approve of certain materials in the collection, while others may object that materials are excluded from the collection.

The library needs to be prepared for criticism about the collection from members of the community, and it must be prepared to defend the rights of the entire population. One of the first actions in preparation for complaints about one or more items in the collection is to develop a written selection policy, or an acquisitions policy, or a collection development policy.

The policy needs to be approved and adopted by the governing board. The board might be the library board and/or the city council. From this clearly defined position the library can respond to complaints if items in the collection are challenged. The selection policy should include step-by-step procedures for review of questioned materials.

Whoever is selecting materials for the public library must remember the diversity of interests among members of the community and reflect those interests in the collection. Objectivity in selection must prevail, not personal biases or beliefs. **Because a book is in the library does not mean that the library staff endorses every idea contained in the materials.** The "Diversity in Collection Development" statement, an "Interpretation of the Library Bill of Rights," states:

> **"Intellectual freedom, the essence of equitable library services, promotes no causes, furthers no movements, and favors no viewpoints. It only provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored."**



Selection Policy

A "**selection policy sets down general policies concerning:**

- **mission and goals** of the library;
- **objectives**;
- the **intellectual framework** within which decisions are made, such as intellectual freedom and the Library Bill of Rights (see the *Intellectual Freedom Manual* distributed by the Alaska State Library);
- **responsibility and final authority for selection** decisions;
- **criteria for selection and acceptable quality** of materials, both physical and intellectual;
- **inclusion or exclusion of materials**, such as gifts and controversial subjects, subject areas, and formats;
- **procedures for reconsideration** of materials;
- maintenance of a high quality collection by such means as **weeding and discarding**; and
- other areas of concern to the particular library."[1]

If a library intends to have a media collection (films, videocassettes, audiocassettes, phonorecordings, filmstrips, slides, etc.), the policy should include selection criteria for these items. While quality of content is common to materials in all formats, there are factors of technical quality that are unique to media. The quality of the reader's voice in recorded books is extremely important to the quality of the recording and enjoyment of listening to a book. The technical quality is of equal importance. Background noise (a buzzing or humming sound), vocal introductions, and unnatural breaks in the narration, such as in the middle of a chapter, are all critical issues of technical quality.

If the library is collecting local history materials, this should be mentioned. Locally produced cultural materials may not have the quality of commercially produced materials. It needs to be stated that the library is acquiring materials of importance to the community even if the quality does not meet the standards of the rest of the collection.

Acquisition Policy

"An acquisition policy is a detailed breakdown, subject by subject, of the depth in which a library expects to acquire materials in each subject area."[2]

Some libraries develop written statements of policies for various age groups; for example, for preschool children, school age children, young adults, and adults. A portion of the policy may elaborate on the reference collection and its criteria for selection.

Collection Development Policy

Some Alaska librarians have been writing collection development policies. These state quite specifically the subject areas and the emphasis the library will place on subjects in the collection. Often these policies are developed in cooperation with neighboring libraries so that there is less duplication of materials, and each library accepts the responsibility to collect titles in certain subject fields.

A collection development policy is based upon:

- an **analysis of the community served** (city, college, university, school, government agency, church, or business firm)

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1. Boyer, Calvin J., and Nancy L. Eaton, *Book Selection Policies in American Libraries; an Anthology of policies from college, public, and school libraries* (Chicago: Armadillo Press, 1973) *iv*.

2. McClure, Charles R. and others, *Planning and Role Setting for Public Libraries; a Manual of Options and Procedures* (Chicago: American Library Association, 1987) 43.

- an **assessment of the collection,** subject area by subject area and title by title, against standard selection tools appropriate to the type and size of the library
- the **mission** of the particular library; and
- the **intensity or depth in which the library should be collecting for each subject area.**

The collection assessment, with its analysis of the current depth of the collection and intended level of collection in each subject field, is often attached or appended to the collection development policy.

Library staff who have not been trained in assessment methodology should probably begin with writing a selection policy. A collection development policy can be substituted at a later date after the library staff has received training in collection assessment methodology, and if the library staff believes a collection development policy would be helpful in selecting library materials for the community it serves.

WRITING A SELECTION POLICY

Usually the library staff writes a draft of the selection policy. In a small rural library, the library board might assume this responsibility. Another option is to appoint a committee which includes the librarian and one or more board members.

The draft of the policy should be reviewed by several people before the final revision is presented to the governing board for approval. The governing board may suggest other changes.

The writing and adoption of a selection policy is an important action and guides the library staff in building the collection to meet community needs. It is an opportunity to be undertaken with care. Examples of selection policies from three Alaskan libraries, Delta Junction, Palmer, and Willow, are included in the Appendix for this chapter.

A brief explanation of the components of a selection policy follow.

Mission Statement

The mission statement is a brief overview of the role of the library in the community. It "implies criteria for evaluating the library's overall performance and, by implication, it indicates subject areas the library will not emphasize."[3]

Example:

The Public Library is an educational and cultural center for the community, serving all residents without regard to race, creed, occupation, age, or economic status. Emphasis is placed on serving students of all ages and on encouraging literacy for all members of the community.

Goals

Goals provide information on how the mission will be accomplished. The library will have several goals, perhaps three to five.

"Goals are long-range, broad, general statements describing a desired condition or future toward which the library will work during the next three-five years."[4]

Example:

1. *To collect and organize significant books, and other printed, visual and recorded materials to meet the needs for information, reference, research, and recreation.*
2. *To collect materials of local historical and cultural interest as a means of preserving the heritage of our community and of our native people.*

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[3] Ibid., 43.

[4] Ibid., 46.

Objectives

An objective is more specific. **"Objectives are short range and describe the results to be achieved in a specific time period. They are measurable, doable, time limited, begin with an action verb, and are more specific than a goal."**[5]

The selection policy will have three or more objectives for every goal as a result of the greater specificity. In the selection policy, the objectives will not be as specific, subject area by subject area, as they are in a collection development policy.

Examples:

1. *Provide a basic reference collection to meet the needs of the community.*
2. *Increase by 10% the number of high quality children and young adult titles.*
3. *Purchase 50 titles recommended for adult beginning readers.*
4. *Collect and preserve videocassettes of the annual Elders' Conferences.*
5. *Purchase recommended, practical, "how to" titles about repair and maintenance of small engines and motor vehicles.*

Intellectual Freedom

The selection policy should make reference to published statements of the American Library Association relative to intellectual freedom. This can be done in a statement such as:

The ________________ Public Library subscribes to (or endorses, or adopts) and supports the American Library Association's "Library Bill of Rights" and its interpretations, and the American Library Association's "Freedom to Read" statement, attached to this document.

If service to students is specified in the library's role, mission, or goal statements, the library may also wish to reference "The Student's Right to Read" by the National Council of Teachers of English. This document is reproduced in the *Intellectual Freedom Manual* compiled for the Alaska Library Association and the Alaska State Library.

Responsibility for Selection

The policy should state the library positions (not personal names) responsible for selection of the materials. This might be members of the library staff; a selection committee consisting of the librarian and one or more board members or representatives of the community; a combination of the above; or some other structure appropriate to the local situation.

Responsibility for the ordering of library materials should be centralized within the library staff, regardless of who does the selection.

Criteria for selection

The selection policy should include statements about the criteria for selection: the quality of the materials, suitability of the material to its audience, accuracy and currency, and relevance to the library's objectives.

Quality includes excellence of literary style, clarity of sound or visuals, artistic design, authority of the author/publisher, comprehensiveness, objectivity, accuracy of information, superiority in treatment of controversial issues, etc.

Suitability includes consideration of age levels, reading skills, appropriateness to community needs and interests, relation to existing collection, etc.

It should be stated that gifts and sponsored materials are subject to the same criteria for selection as purchased materials.

Examples of appropriate **selection tools** should be listed also. The following are typical selection tools, not an inclusive list; for example:

Fiction Catalog

Public Library Catalog

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[5] Ibid., 46.

Children's Catalog
Booklist
Library Journal
School Library Journal
Hornbook

Journals or newsletters as sources for selecting Alaska materials might be listed also; for example, *Sourdough, the Journal of the Alaska Library Association; Puffin; Tracings, the Village Library Newsletter;* and *Some Books About Alaska Received in 19--.*

Inclusion or Exclusion of Materials

Libraries should specify the types and formats of materials which will be collected and those which it will not collect. For example, the library might state in the selection policy that it collects books, periodicals, pamphlets, maps, charts, filmstrips, music and spoken word audiocassettes, and videocassettes, but will not collect foreign language materials, 8mm or 16mm films, photographic slides or phonograph recordings.

Reconsideration

Objections to certain materials in a collection do not occur frequently, but the battles can be acrimonious and painful when challenges arise. There needs to be an established policy with a series of actions clearly defined so that complaints are dealt with fairly and equitably.

A complaint should be submitted on a standard form, a review of the material should be assured, and appropriate action taken after a hearing. The cases where censorship of materials have been sustained in court are usually the result of established procedures not being followed and/or the lack of a selection policy.

A few sources of examples and assistance in developing a selection and/or collection development policy are listed in the bibliography.

Weeding or Discarding

Some libraries include their weeding policy in the selection policy because weeding (or discarding) is the reverse of selection. It has been called "de-selection."

A weeding policy should state the basis on which materials are removed from the collection. The American Library Association and other libraries have listed criteria which can be included in a policy; for example:

- obsolete and inaccurate information
- unnecessary duplication
- unimportant or trivial content
- poor condition
- lack of use

More information about weeding is included in Chapter IV, "The Library Collection."

CONCLUSION

The selection policy should be reviewed at periodic intervals. A good time to do so is when new board members are appointed. This serves as orientation for new board members and provides the opportunity for a review. Changes will need to be made from time to time to reflect current situations and changing needs.

A written selection policy has the advantage of being available to everyone in the same form. It should be included in a policy manual, and be part of the orientation of new employees, as well as with board members and city government. The selection policy should be readily accessible so that it can be referred to whenever necessary.

Freedom to read, freedom to teach and to learn, and the access to information and ideas are basic to a democratic society. The selection policy is an informational, educational, and philosophical statement both supporting the rights of all library users and maintaining accountability of the public library to the community it serves.

Chapter VII

Programming

Programming

Why do libraries sponsor programs? There are many reasons.

A library is supported by public funds, and it should provide services of interest to all members of the community. Some libraries reflect this in their mission statement; for example, "to reach all population groups in the community, offering a variety of programs and services to reflect the diverse interests of the community."

Programming is a means of incorporating the library into the lives of the people of the community. Programming raises awareness of the library. Programming attracts people who might not enjoy reading. Programming helps to win community support for the library.

Programming should relate to the goals of the library. Goals are broad in nature, long range, and continuing in time. An example might be "to encourage the love of good books, films, music and other media."

Or a goal might be a statement about the library being a cultural and educational center in the community. Some libraries consider it a responsibility to collect and preserve the cultural heritage of the community.

With broad goals like these, a library can develop many programs which relate to the goals of the library and to its materials and services.

RESOURCES

Library staff do not need to present all the programs. There are people and material resources of various kinds which can be used for programs, exhibits and displays.

Local artists or persons skilled in crafts live in every community. Many of them are willing to have their work exhibited or to talk about their skills and how they learned them.

Various subjects concerning health care, firearm safety, birds and bugs, beading, skin sewing, dog sled building, and needle work are just a few examples of programs which have been presented in Alaska libraries by local residents.

Local schools occasionally have visiting artists, puppeteers, and musicians who might be willing to give a program in the library during an evening. Local and state agencies will present educational programs and workshops. They can provide speakers, films, videos, demonstrations, and brochures.

Displays of students' art work in the library will draw parents as visitors. Clubs, such as sewing clubs, 4-H, or scouts may have projects they would be willing to display for short periods of time. Hobbies of community members are also of interest and can provide a wide variety of exhibits; some of them might even lead to future programs.

It is important to offer a variety of activities and programs in order to attract people with differing interests.

PROGRAM IDEAS

Sometimes programs are developed around a holiday, for example, stories, films, or crafts programs about Christmas, Halloween, and Easter. Other times a theme can be chosen such as an animal (dogs, frogs, monsters, pets) or transportation (airplanes, trains, hot air balloons, covered wagons). A theme can be an idea, or a value such as courage or resourcefulness. Topics familiar to children are favorites—families, brothers and sisters, or grandparents. The possibilities are endless, and library boards, community members and children will have ideas. Programs are more effective if they include several activities; for example, a story that is told or read, a film or video shown, or a song or a fingerplay taught.

Birthdays of famous people or anniversaries of famous events can be topics for programs; for example, the brothers Grimm, Hans Christian Andersen, Johnny Appleseed, the Iditarod race, the first flight across the English Channel or the Atlantic Ocean. All have books or stories and films which could be used for programs.

Educational programs can be targeted to particular audiences, perhaps "nutrition for preschoolers," or "safety on three wheelers and snow machines." Whatever you select, find appropriate library materials for display and to check out.

Libraries have sponsored educational programs about completing income tax forms, registering to vote, literacy, new legislation, the Alaska Native Claims Settlement Act, and more.

Ideas from libraries:

Astronomy program
Baby sitters workshop
Balloons
Book sale
Bookmaking workshop
Christmas decorations
Christmas party
Chinese calligraphy
Creative dramatics
Crocheting
Crossword puzzles
Decorate book bags
Doll days (for girls)
Easter egg hunt
Egg decorating
Fathers' Day gifts
Gramps & Granny reading hour
Halloween party
Healthy snacks
Knitting
Magic tricks workshop
Making bird feeders
Making pinatas
Mothers' Day gifts
Origami (paper folding)
Paper making
Pet show
Photography
Progressive story
Puppet show
Safety (fire and firearm)
Skin sewing
Sled building
Treasure hunt

The library can sponsor demonstrations, exhibits, or programs on topics of interest in the community. Photography and poster contests can be fun. Advertise any activities the library sponsors!

Statistics

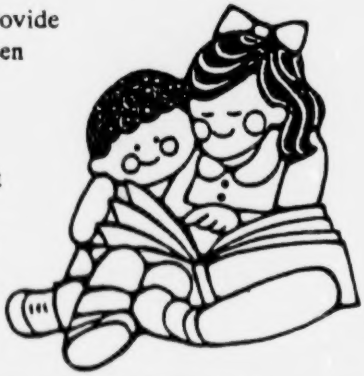
Be sure to keep statistics of the attendance at various programs throughout the year. You'll learn which programs attract the most interest. You also will have statistics to show the Library Board and the City Council of the interest in the library.

CHILDREN'S PROGRAMMING

Research shows that the future of a child is determined to large extent by the emotional and intellectual development that take place between infancy and three years of age. Furthermore, there is evidence that the most important cognitive functions relating to language development occur between eighteen months and three years of age.[1]

It is important to provide programs for children for a number of reasons:

- Studies show that adults who are library users usually began using libraries when they were children.



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[1] *Programming for Very Young Children.* (American Library Association, Association for Library Services to Children, 1980) 1.

- Reading effects children's academic achievements.
- Good reading skills contribute to success in school.
- Children become better readers if they have been read to as young children or told stories.
- Children who have learned to be good listeners are likely to become good readers.
- Children improve their reading by doing a lot of reading.
- Reading can be encouraged by making books important and by encouraging use of the library.[2]

With so many studies supporting the value of reading, programming for children is a good means for a library to begin to attract children. By attracting children to the library, support for the library is gained from children, parents, and teachers. We are also building the habit of library use for the future.

Storyhour

Telling stories or reading aloud to children introduces children to books they might not yet be able to read themselves. Even if children can already read the story, they still enjoy listening to a good story. Favorite stories can be heard over and over again without any loss of enjoyment. Young children like the familiar and knowing what happens next heightens the anticipation. It is similar to the pleasure of meeting an old friend.

A storyhour program can include a song or a fingerplay, one or more stories, and a craft or activity to do in the library or to take home. The younger the children, the shorter the attention span. Preschool age children need more active programs than do older children.

Storyhours should be separated by age groups, if possible. For example, libraries have a parent and child storytime for two year olds. Preschool storyhours include three to five year olds, and after school programs are open to primary grade students through fifth or sixth grades.

You might plan a series of programs; for example, six or eight weeks in length because it takes as much time and effort to publicize one program as several. Another series can begin immediately after one ends, if desired. Posters, flyers, bookmarks, and/or a mailing to parents can be used to promote the programs.

READING ALOUD

If you are reading aloud to preschool age children, select books with large, bright, colorful pictures without a lot of detail in the drawings. When reading picture books to a group, the pictures should be held facing the audience. Prepare for storyhour by reading the story aloud to yourself several times. You must be familiar with the story to be able to read it upside down and maintain eye contact with the children. Decide where you want to change your voice inflection, where to read faster or slower, where to read more loudly and more softly. Be sure to look at the children when you are reading. Beginning and ending storyhour in the same manner each time gives children a feeling of familiarity.

Older children enjoy "chapter books," but you must be able to continue with the same book for several weeks in a row.

STORYTELLING

Several libraries in Alaska offer storyhours for two year olds, and the parent or caregiver attends also. "Parents and Twos" and "Lap Stories" are examples of two series of programs. Stories are best told, rather than read, to groups of children of this age. The stories should be very short, and a variety of activities should be offered (fingerplays, songs, rhymes, games, action). Children of this age are beginning to recognize colors and shapes, and to notice differences and similarities of things. The attention span is short so the program should be no longer than 20 to 30 minutes in length.

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[2] *What works, research about teaching and learning.* (U.S. Department of Education, 1986).

Storytelling for children ages three to five can include longer stories, a similar variety of activities, and a craft session.

Family storyhours in the early evening can attract the entire family. The children can attend in pajamas and bathrobes, and bring a favorite bedtime pal (teddy bear, doll, stuffed toy). Folktales are good choices for family storyhour.

Books on parenting, child care, and child development can be on display during storyhour and available for parents to check out. Handouts of fingerplays, lists of stories to read aloud at home, suggested activities, etc. can be a another useful service of the library.

While the three to five year olds are attending storyhour, there can be programming for parents in another room; either a talk or a film, or a video about parenting, nutrition, child development, or some other topic of interest.

Storyhours need not be in the library. Other locations or opportunities are birthday parties, the park, a shopping center mall, child care center, book fairs, craft fairs, a community outing, the county fair—be resourceful.

Something to take home as a remembrance can be an occasional treat. These can be associated with the story; for example, a rock after listening to *Stone Soup*, a seed, a birthday candle, origami (folded paper). Items should be inexpensive or free.

Good books are available about storyhours and storytelling. They list stories which children enjoy, ideas for activities, and there are tips about getting children settled down and ready to listen. Some good resources are listed in the bibliography.

Booktalks

A booktalk is similar to a preview of a movie or a video. It is a sample of the story told in a way that a listener is persuaded to read the book. The intent of a booktalk is to make your listeners care enough about the characters in the book that they want to find out what happens to them. Consequently, you **never** tell the ending.

A booktalk differs from a review in that a booktalk is not critical. The book is not judged on its merits because any title selected for a booktalk is expected to be one that can be recommended. Be honest with your listeners, however. If the book has a slow beginning, or it takes 50 pages to get into the exciting part of the story—tell your listeners.

A booktalk can be informal, such as when you are talking with one person about a book to read. And it can be more formal, such as when talking to a classroom of students.

Generally when presenting a booktalk to a group of people, several books are mentioned. You can select a theme and find five or more books on the topic (both fiction and nonfiction), or a variety of titles can be selected so that every listener will find something of interest.

Read every book you talk about! You need to be familiar with the content. Choose books with attractive covers because you will be taking every book along with you for the booktalk. Choose only those books which you enjoy and like to talk about. It is difficult to "sell" a book unless you are enthusiastic about it.

Various techniques can be used in booktalking. For some titles you will want to tell just a little about the characters and the situation, perhaps a mystery to be solved. For another title you might want to give a short introduction to the characters and then read a short exciting episode. Sometimes you can talk about a controversial decision facing a character.

One effective presentation technique is to have the pile of books beside you on a table or desk. When you talk about the book, stand it up so the cover is facing the audience, and leave the books standing as you talk about other titles. This becomes an attractive display.

Each author and title should be given, and these can also be listed on a bookmark which you can give to each listener.

Information about booktalks and examples of booktalks are given in the books by Joni Bodart listed in the bibliography. Booktalks for children through adults are included in *Wilson Library Bulletin* five times a year. These can be removed from the journal and placed in a three-ring binder for use by library staff and borrowers.

CHILDREN'S BOOK DISCUSSION GROUP

These usually involve the librarian, and possibly a co-leader; a teacher, parent, or youth worker. Issues need to be decided; for example, which book or books? Does everyone read the same book? Or is there a list of books on a topic or theme? Does the library provide the books?

It is best if there is a separate room for the meeting, and chairs should be in a circle to make it easier to participate. Leaders need to prepare questions in advance so the discussion stays on track and to encourage participation.

READING PROGRAMS

While you want children to read all through the year, a reading program is a promotional effort with a theme, programs, games, and activities to encourage reading. Efforts are concentrated into a short period of time. School vacations are popular times for the public library to sponsor reading programs. School libraries can sponsor programs at any convenient time during the school year.

A reading program will be more successful if all of its materials are readily identified with the library and when all the materials are related in design. That is; the illustrations, pictures, and handouts all carry out the same theme. You want people to recognize the reading program whenever they happen to see a picture on a poster, a button or a tee-shirt.

Once the theme is selected and promotional materials (posters, bookmarks, pictures, announcements) are designed, the next step is to determine the guidelines or rules. How long will the reading club last? Who can participate? Will a specified minimum number of books to read be a goal? How is reading to be reported; for example, to a parent or to a library staff member?

Reading programs can involve children who are not yet of school age. A number of libraries have sponsored a "Mom and Tot Reading Program," or "Daddy Will You Read To Me," or "Parents and Twos" (or threes, and so on). Older brothers and sisters can read to children who do not yet know how to read. This helps the older children improve their reading skills and shares a fun experience with the younger children. Pleasure in reading begins for preschool age children when they have someone read aloud to them. Books for young children are so attracative and have such good stories, that people of all ages can enjoy them.

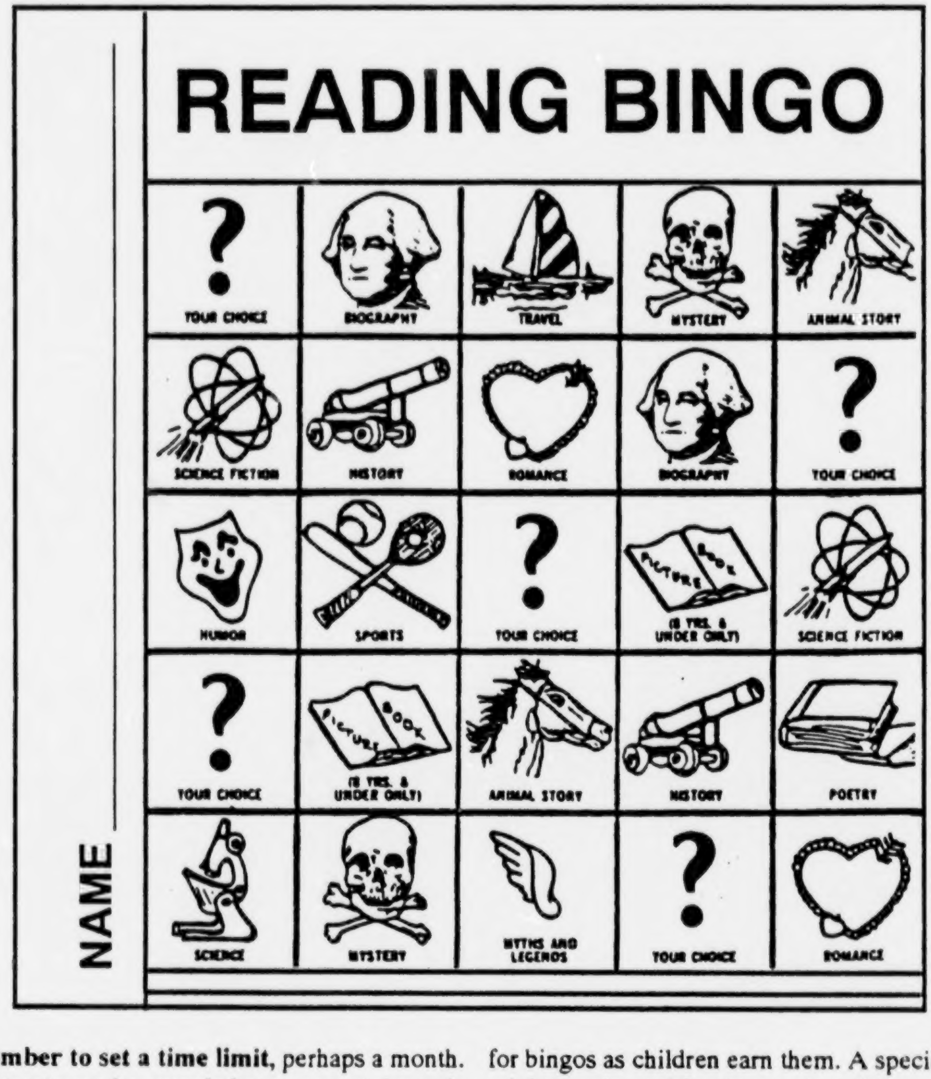
A reading program can end with a party, films, or other FUN activity. Children who have participated in the reading program or who have read a certain number of books can be given a certificate. Certificates are usually given out at some public event, such as a party or a picnic which a group of people are attending.

Reading programs are popular with children in elementary school. Attracting young adults, junior high, and high school ages is more difficult. Baltimore's Enoch Pratt Free Library has had several successful young adult reading games. In addition to reading, the games include non-reading activities such as board games, a treasure hunt, mystery clues, a field trip, and team contests. See Edgerton, Cathi. "We spend our summer chasing unicorns: a young adult reading game update." *Top of the News*, vol. 42, no. 3, Spring 1986, pp. 289-297. The article can be requested on interlibrary loan.

Reading Bingo

This one is a fun program, and it is easy. The idea is to have the children read a variety of books from the library collection. One square on the bingo card might be for reading a mystery, another a biography, another a book about animals; still another might be a nonfiction book about science, a story from a magazine; a Newbery, Caldecott or other award winning book, etc.

The library staff can draw a bingo card based on the library collection. Then duplicate enough copies so that each child has a reading bingo card. These can be posted in the library so that everyone can see the progress. Every time a child reads a certain kind of book, one of the squares is covered with a sticker. The author and title are written on the back of the card. The idea is to have a sticker in every square of a line, or the entire card. You can take ideas from your local Bingo Night for various ways to bingo on the way to a black out.

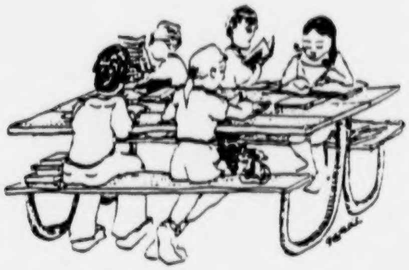

READING BINGO
YOUR CHOICE
BIOGRAPHY
TRAVEL
MYSTERY
ANIMAL STORY
SCIENCE FICTION
HISTORY
ROMANCE
BIOGRAPHY
YOUR CHOICE
HUMOR
SPORTS
YOUR CHOICE
PICTURE BOOK
(8 YRS. & UNDER ONLY)
SCIENCE FICTION
YOUR CHOICE
PICTURE BOOK
(8 YRS. & UNDER ONLY)
ANIMAL STORY
HISTORY
POETRY
SCIENCE
MYSTERY
MYTHS AND LEGENDS
YOUR CHOICE
ROMANCE
NAME

Remember to set a time limit, perhaps a month. Prizes or treats can be awarded at a party at the end of the bingo game, or small prizes can be awarded for bingos as children earn them. A special treat might be planned for those who achieve a total blackout.

Summer Reading Clubs

A reading program held during the summer brings a number of benefits. Research on the effects of summer reading indicates that:

- **use of the public library during the summer months is more beneficial in boosting academic achievement than attending summer school**
- **reading is the strongest factor influencing a child's learning during the summer months**
- **children who do not read during the summer may lose up to three months of the reading skills acquired during the school year**
- **children, when tested in the fall after participating in a summer reading program, may gain as much as a half year in vocabulary and comprehension scores**
- **a study of rural elementary schools found a significant relationship between reading achievement and library circulation**



Both parents and teachers appreciate the contribution toward success of children in school. The library becomes a focus of community activity.

If you don't want to plan a summer reading program all by yourself, there is help available.

In some states the same theme is used by all the libraries. Children's librarians get together to select a theme, develop activities and materials. Materials can include posters, flyers, bookmarks, pins, and a resource book of ideas for the library staff. This resource book includes activities; games, songs, fingerplays, lists of books, stories, and film titles which relate to the theme. In addition, the resource book has patterns or masters to duplicate, sample news releases, etc. These materials can be purchased by libraries in other states.

The Children's Book Council is the official sponsor of and headquarters for National Children's Book Week. Occasionally the Council produces materials for reading programs.

Some Alaska libraries are willing to sell reading program materials at a minimal cost. Or materials remaining from a reading club offered one or more years previously can sometimes be obtained without charge. Inquiries can be made to some of the larger public libraries in Alaska to see whether they would be willing to share or sell reading program materials. Some of the smaller communities work together to plan the theme, materials, and resources. And some communities work with the nearest resource center to use the same theme and materials. Anchorage, Fairbanks, Juneau, Wasilla, Anderson, Healy, Kenai, Nome, Kotzebue, Sitka, Ketchikan, Petersburg, Wrangell, and Delta Junction are some of the public libraries having active summer reading programs. The list of public libraries is not complete but listed only as examples.

Upstart is a commercial firm specializing in library promotional materials. It has several sets of reading programs available for purchase. Addresses of commercial firms and state libraries which have sold reading program materials are listed in the appendix. You can request information or a catalog before you make a selection of a program. On the other hand, you could plan your own, or work with a nearby community to plan your reading program.

Title of Reading Club	Theme
All Creatures Great and Small	(animals)
Up, Up and Away	(around the world)
Trails West	(history)
Travel Through Time	(history)
Star Worlds at the Library	(space, solar system)
Be a SuperSnooper at the Library	(good books)
Come to Chimera	(fantasy, legends)
The Great Alaska Reading Race	(Iditarod race)
Tale Spinners	(folk, fairy tales)
Summer Yummers	(good reading, fun eating)
Summer Safari	(travel)
Treasure Hunt	(pirates)
Under the Big Top	(circus)
Explorers' Club	(travel
Summer of Enchantments	(fantasy)
Galaxy of Adventure	(travel by air, sea, space)

Planning a Reading Program

If you want to plan your own program, here are the steps.

I. THEME.

Select some idea for which you can find books, stories, films, resource people, and activities to adapt to the theme. The title of the reading program doesn't have to tell it all; the posters, bookmarks, and materials with pictures will tell more. Some reading club themes are listed above. Examples of graphics used for some of these themes are at the end of this chapter.

II. GRAPHICS.

Library staff can design the graphics (drawings), or a local artist can be contracted to do the task. The materials should include a booklet or card to list the authors and titles of the books read. It should have quite a few lines on which to write titles and authors, perhaps 20 lines. Posters and bookmarks will be needed and perhaps some trading cards. Pins, buttons, and tee shirts are popular with children. All the illustrations should relate to the theme.

Certificates should be given to all children who read the minimum number of books set as the goal. The certificates can be designed using the theme of the summer reading club, or certificates can be purchased. You can even buy a software program to make your own certificates.

III. GUIDELINES.

Guidelines are the decisions you need to make for the reading program or reading club.

- Who can join? Libraries usually say this is anyone who can read or who has someone to read to them. Preschoolers through 5th or 6th grades are likely participants.
- On which dates will the reading club begin and end? You'll want to consider the length of the school vacation. One week is probably the shortest time; and a month to eight or ten weeks is the period of time for a summer reading club.

- How many books? A reading program isn't meant to be competitive to see who can read the most books. You want a lot of children to reach the goal. An estimate of one book a week is a reasonable goal, so an 8-week summer reading club would have a goal of eight books read. This is a minimum. You really will encourage the children to read more.

Some children will reach the goal very quickly, others will take longer. That is not a problem. Continue the programs and activities so that participants keep visiting the library.

Some libraries don't set the number of books but let the goal be set by each child. A "contract" for the number of books is signed by the child. The contract might say,

"I plan to read _________ number of books during the Library Reading Club."

Name ______________________________

IV. Publicity.

You'll want to inform children, teachers, and parents about the reading club. The school usually encourages students to participate because of the reasons stated earlier. Parents want their children to be successful in school, so they too will support reading clubs.

Many schools will allow a library staff member or library board member to visit classrooms to talk about the reading program. Or you can arrange to talk to the teachers and ask them to talk with their students about it. Be sure to take posters, bookmarks, flyers, or other publicity items to be left at the school.

It is often possible to place posters in public buildings, for example in the grocery store, city offices, washeteria, post office, and church entrances.

A bulletin board in the library can advertise the program. Use color, big letters, drawings, and pictures to attract attention.

Talk to Head Start and Day Care center staffs. Older brothers and sisters reading to preschoolers will bring double benefits. The older children get the practice in reading and the younger children can join the reading club.

V. Registration.

How will you enroll children? A written registration has several advantages. The children, by going to the library, writing their names in a Registration Book, and checking out a book in order to join, begin to feel they are doing something special. It becomes their club. You can also give each child a membership card. It doesn't need to be used for anything, it just makes joining the reading club seem more important. In addition, with a reading club registration, the library gains some statistics for future use. You'll know how many children started and how many completed.

On the registration form you can ask the grade the child will enter in school in the fall. In that way you can learn which age groups are most interested in a reading program. This information will help you in planning activities and in planning future reading programs.

A three-ring notebook works just fine for registration. By numbering the lines, you'll know how many children join.

VI. Activities.

These might be films, storyhours, a puppet show or a puppet club, a craft program, or a take-home game duplicated by the library.

The activities attract children to the library. For a reading program lasting several weeks, you might want one or two activities a week. If the reading program is short, perhaps seven to ten days long, then you would probably want to have some special activity for each day.

If the library is too small to have activities within it, see if there is another room nearby which can be used. Or you can duplicate paper games, pictures to color, airplanes to fold, or patterns for the children to take home to complete.

For a long reading program, have the activities available on the same day each week; for example, every Tuesday afternoon. The activities give the children a reason to visit the library and the regular schedule begins to establish a habit of using the library. You want the children to feel they'll miss out on some fun if they don't get to the library.

An idea used in Wrangell is to have children read in different places; for example, under a tree, in or on a vehicle used for transportation, at a friend's house, on the steps of a church. The children have fun seeking the locations and are seen while reading by other children and adults.

Non-reading activities add variety to a reading program. One library has participants check out a cookbook and try a recipe; another activity was a visit to a museum. You could include a hike, a picnic with friends or family, or a camping trip, or a backyard camp-out.

See the appendix for this chapter for examples of paper games which can be adapted to any theme.

VII. RECOGNITION OF PROGRESS.

Plan some way to show how many books each child reads. Most of the program materials which you can buy have a booklet or a reading card for each child. Lines in the booklet are for writing the authors and titles of the books they have read or someone has read to them. These make a nice record, but you also need a bright, gay, fun, progress report.

In "Summer Yummers" each child started with an elongated triangle shaped piece of paper on which his/her name was written. This was a picture of an ice cream cone without any ice cream on it. These were taped to the library walls and windows with masking tape. Every time a book was read, the child could select a colored piece of paper shaped like a scoop of ice cream. These were in different colors, like different flavors of ice cream. There were pink, green, blue, white, and yellow ones. Each scoop was piled on the cone, one above the other. By the end of the summer, many children had tall "ice cream cones."

In one Iditarod Reading Club, each student chooses a racer from among the contestants. A large map is posted with the check points along the trail. The students read a book for each check point and try to keep up with their racer. As books are read, the children's names are posted below the check points.

For a "Space" theme, a library cut stars from metal foil. Each time a book was read another star was attached to the strings crossing the ceiling of the library. By the end of the summer the library ceiling was filled with stars, and the children could take them home after the end of the reading program.

The "Bookworm" theme is familiar. A segment is added to the worm with each book read, so the worm grows longer and longer around the walls of the library. It is a nice touch to write the child's name on each segment added to the worm.

A jungle was created in the Fairbanks library by adding a leaf for every book read.

A "Keys to the Castle" theme had a large dragon of plain white butcher paper (from the local grocery store). Every time a book was read, a round green sticker was put on the dragon so that it gradually became covered with scales, just as a proper dragon should look.

The important idea is to publicize the progress of each reader. Do it in the library if you can. If the library is too small, try to get space in a nearby room for a few weeks. Put things on the walls, in the windows, hang them from the ceiling. You are advertising the library program to everyone in the community. After the reading club ends, the decorations you don't want to keep can be given to the children to take home, along with happy memories.

VIII. ENDING.

Children love a party, and a party is a good way to end the reading program. Parents will help with snacks and to keep order. Films can be borrowed or rented, and games planned. Certificates of completion can be given to children who have reached the reading goal of the minimum number of books read.

All parties don't have to be inside. Picnics are fun, and active games will add to the excitement.

PLANNING STORYHOURS

A very helpful periodical for planning storyhours is *Kidstuff*. This magazine includes program ideas, fingerplays, crafts, stories, and activities around a different theme each month. It gives suggestions for complete programs, but invites the user to mix and match.

Typical programs are varied with activities alternating with quiet listening. For example, here are two sample programs for a toddler storyhour:

Fingerplay - Chubby Little Snowman
Story - Keats, *The Snowy Day*
Activity - Walking in the Snow
Flannelboard Presentation - Snowpeople or Ten Little Snowmen
Fingerplay - The Snowman
Story - Burningham, *The Snow*
Craft - Chalk Drawings

Fingerplay - Mitten Weather
Story - Florian, *A Winter Day*
Story - Todd, *Snow*
Fingerpaly - Winter Weather
Story - Rockwell, *The First Snowfall*
Activity - Snow Play
Story Presentation - Snow Soup[3]

The Library Board for the Anderson Community/School Library organizes and supervises the preschool storyhours. The agreement between the board and the storyteller specifies the format of the storyhour and its length. The board also recruits the storyteller, who is not one of the librarians. For more about Anderson's arrangement, see the Appendix for this chapter.

Author Visits

Authors to Alaska is a Roundtable of the Alaska Library Association. The group raises funds to bring authors to schools and to public libraries. It coordinates author's visits so that several school districts and public libraries can share costs and enjoy the programming.

Selecting an author should be based on personal knowledge of the author. The author's books should be well liked by many readers. The author should be a good speaker, and not all good writers are good speakers. Who is the potential audience? The author needs to be comfortable in working with groups. A writer may interact well with one age group but may be ineffective with another.

Decide the format and program desired. Is it to be a writing workshop? Or how I work as a writer? Are there to be readings of the author's works, etc.? He or she may be more comfortable in one kind of program than another. How many sessions are wanted?

Contact the publisher of the author, give prospective dates, the program format, the number of sessions, the type of audience, and inquire about the fee. Usually this is in addition to travel expenses, and sometimes publishers will contribute toward costs. Some authors will stay in people's homes. Others prefer the privacy of a hotel room to prepare for the next day's programs.

Contact booksellers so the author's books will be available. An autographing session is popular with fans.

Don't forget to notify other libraries in the area.

Arrange for local transportation, and **be sure to meet the airplane!**

---

[3] *Kidstuff*, vol. 6, no. 2, page 2.

Public Readings

Readings by an author generally attract a small audience, but an appreciative one. Readings can be held in conjunction with book fairs, the release of a new book, writers' conferences, in restaurants, museums, etc.

Seating, acoustics, lighting, and refreshments need to be considered. Most authors will want a reading stand to place papers or books, and a reading light.

Whether the author is paid a fee needs to be determined. A local author might not be paid, but an author from another area might demand a fee, in addition to transportation costs. Generally readings are free to the audience, so budget matters need to be determined.

Program Planning for Adults

Some program ideas were mentioned earlier in the chapter. A number of them were in lecture format, but avoid passivity if you can. Book discussion groups, writing groups, play readings, and workshops offer more active participation.

Several public libraries in Alaska have had successful book discussion groups. The oldest organized group was the "Great Books of the Western World." More recently there have been discussion groups for science books and for poetry, Libraries are eligible to apply for federal funds from the National Endowment for the Humanities. The grants are competitive.

Adults have many rich experiences to share. For example, a book which included a letter describing the hardships of pioneer life led to a group sharing of family stories of life on various frontiers.

The population is becoming better educated and many people are seeking programs offering information and enrichment.

EVALUATION and STATISTICS

Programs are fun: they attract people to the library, and they gain support for the library. Programs are worth doing, just remember to PLAN and to plan carefully.

Sometimes you won't get as many people attending as you had hoped. That is a good time to look for reasons:

Was the topic of interest in the community?

Was there a conflict with another community event?

Did publicity reach the particular audience you wanted to attract?

Could publicity have been improved?

Did weather discourage attendance?

No one is a winner every time, so don't be discouraged if all programs aren't successful. We can be over successful too. It is unfortunate to plan for 45 children for an Easter Egg Hunt and have 125 eager children arrive. Good planning helps to make good programs—so look ahead.

Keep statistics of program attendance. A sample form follows.

Keep written evaluations of your programs as an aid in planning future programs. A Program Evaluation Form used by Seattle Public Library follows. It can be duplicated or modified for your own use.

PROGRAM EVALUATION FORM

Library ____________________ Date ________ Time ________ Day ________

Name of Group ____________________ Contact Person ____________________

PROGRAM

AGE GROUP:	Preschool ☐	School Age ☐	Young Adult ☐	Adult ☐
PROGRAM TYPE:	Story Hour ☐	Family Story Hr. ☐	Group Visit ☐	Film ☐
	Video ☐	Class Visit ☐	Library Tour ☐	Craft ☐
	Open Hse. ☐	Puppet Show ☐	Library Inst. ☐	

Guest Speaker ____

CONTENT:	Stories ☐	Fingerplays ☐	Songs ☐	Craft ☐
	Puppets ☐	Activity ☐		

Performance by Ourside Group ☐ Other ____________________________

MEDIA MATERIALS:		Films ☐	Videos ☐	Slides ☐
	Posters ☐	Recordings ☐	Tapes ☐	

PUBLICITY:	Posters ☐	Bookmarks ☐	Flyers ☐	Tickets ☐
	Letters to Schools ☐		News Release ☐	Class Visits ☐
	Radio Announcements ☐		TV Spots ☐	

EVALUATION

ATTENDANCE: ____________ Librarian ____________________

Audience reaction: Enthusiastic ☐ Responsive ☐ Some Interest ☐

Disinterested ☐ Inappropriate Reaction or Behavior ☐

Other ____

Recommendations for further programs of this sort (cover as separate topics where appropriate such items as program content, presentations style and aids, audience recruitment, layout, etc.)

____

____

____

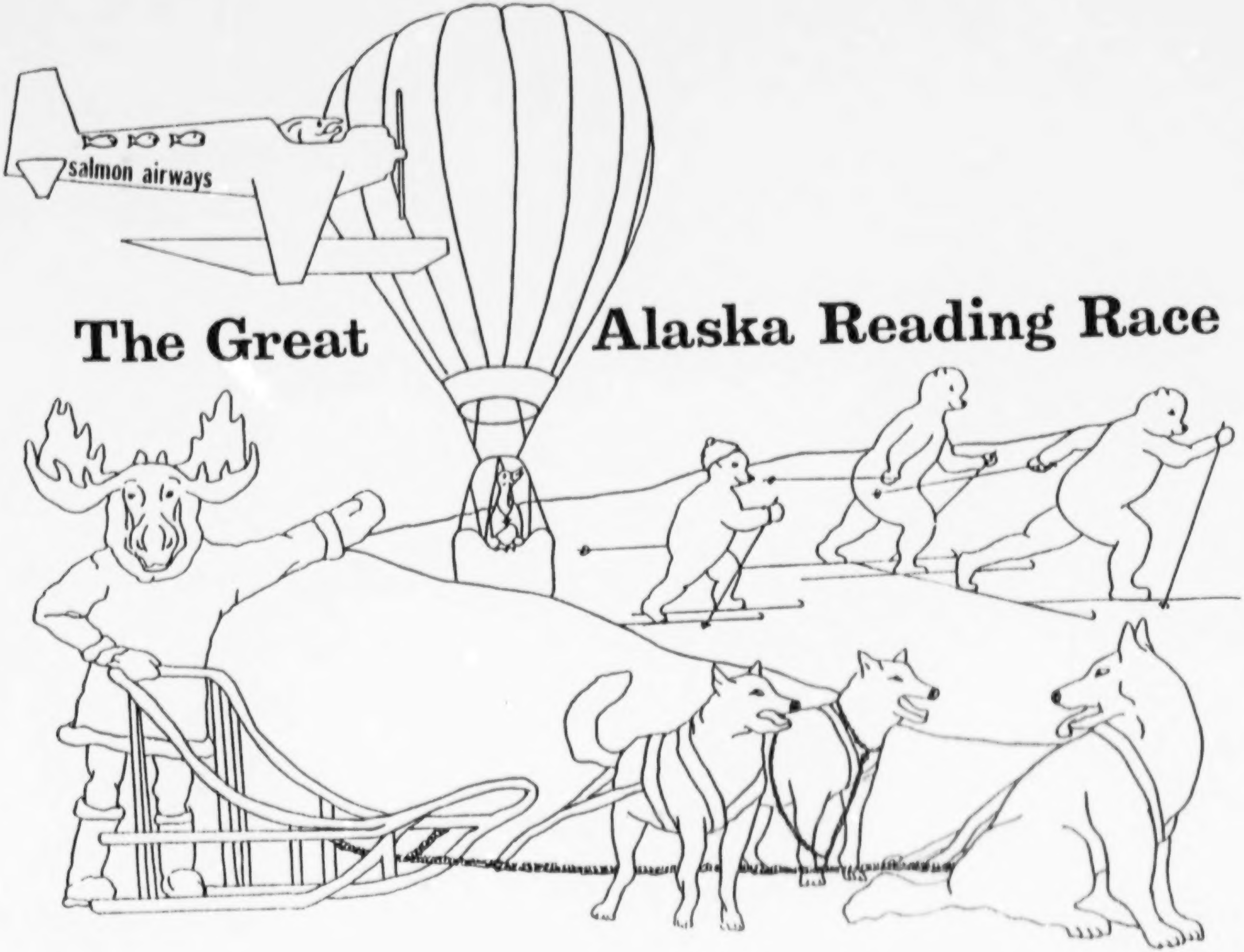
____

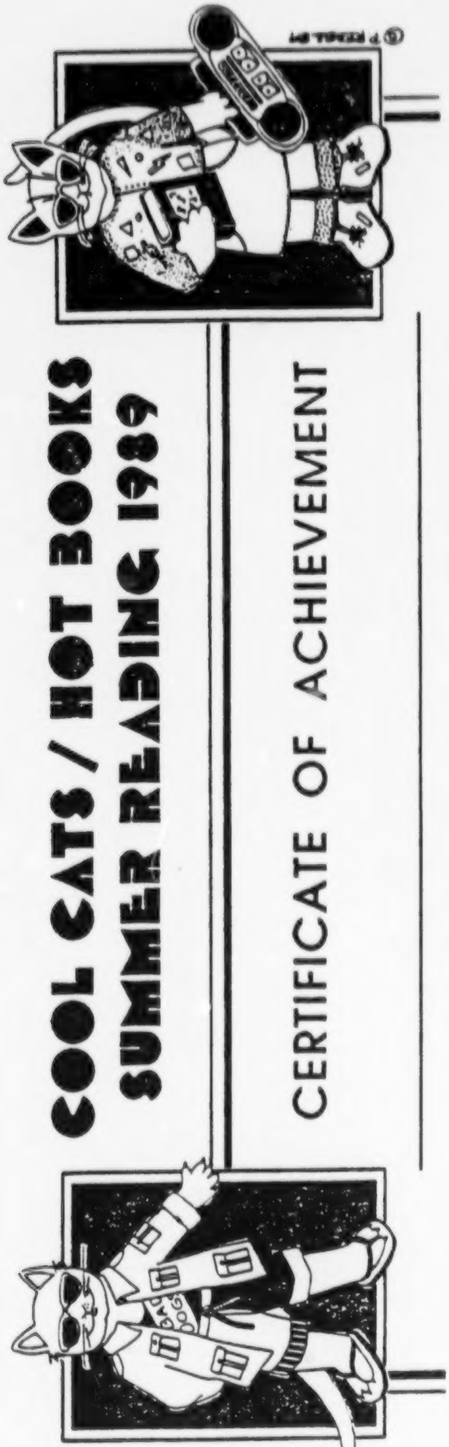
Library ______________________________ Month __________________

PROGRAM ATTENDANCE LOG

Date	Name of Program	Number Attending
	TOTAL	

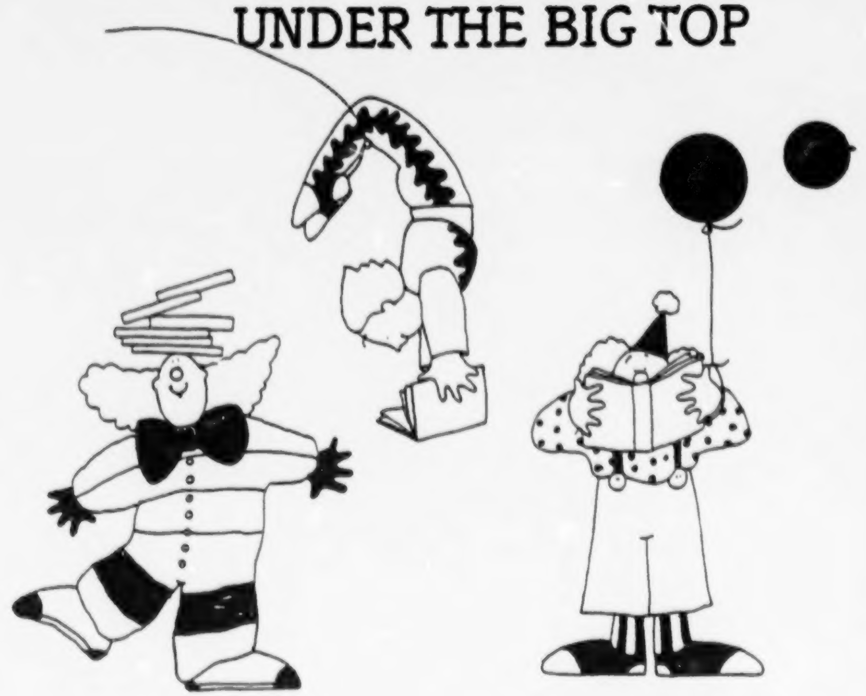
The Great Alaska Reading Race

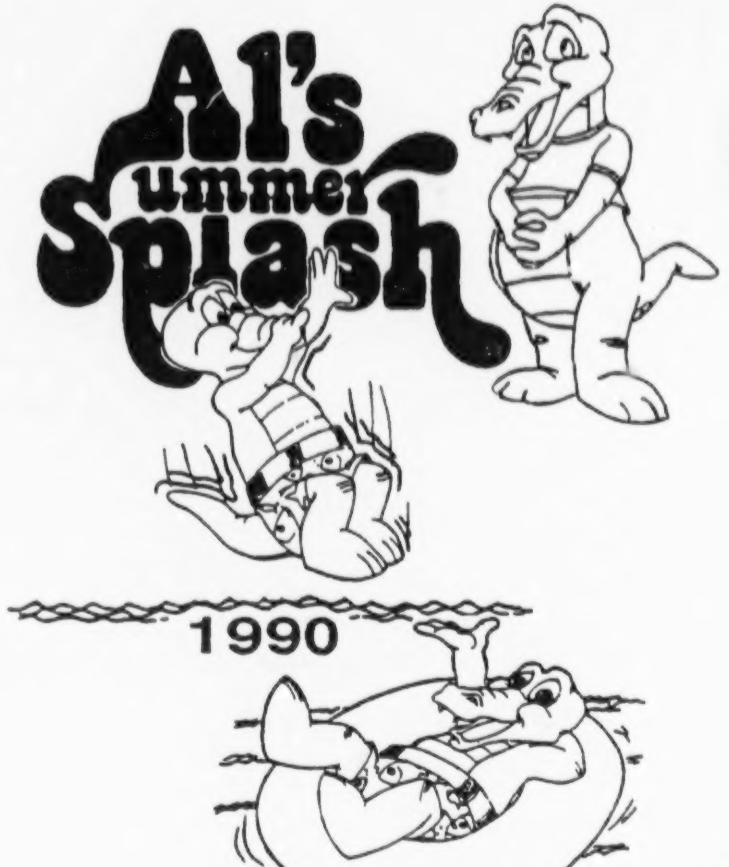

salmon airways



COOL CATS / HOT BOOKS
SUMMER READING 1989

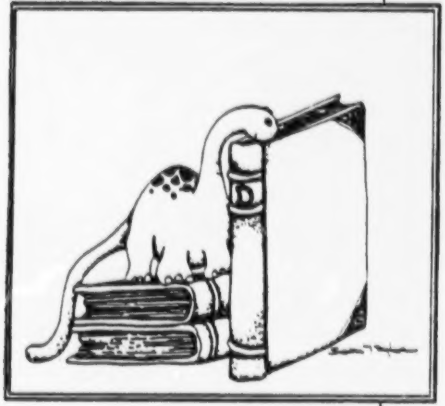
CERTIFICATE OF ACHIEVEMENT

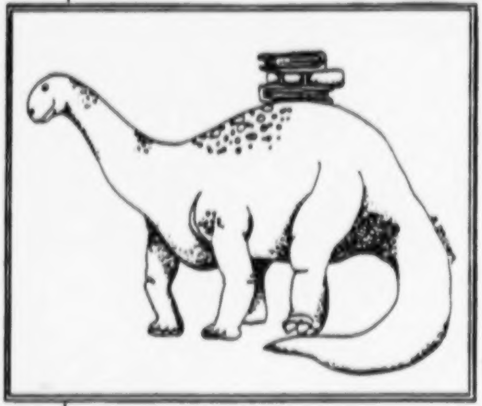

UNDER THE BIG TOP


Al's
ummer
Splash
1990

Arkansas Library
Reading Program
1989

DINO-MITE READ-A-THON

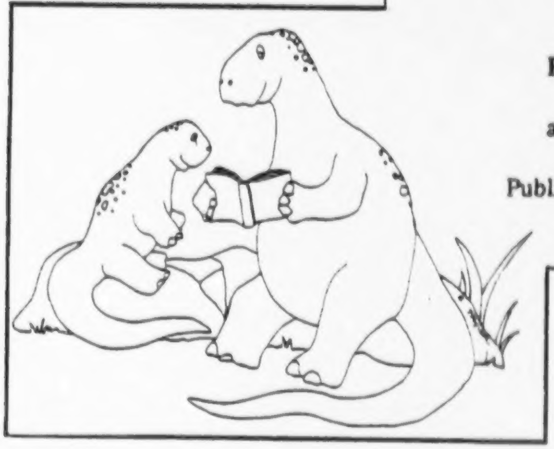


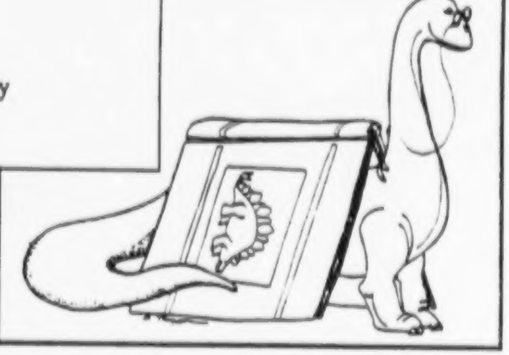


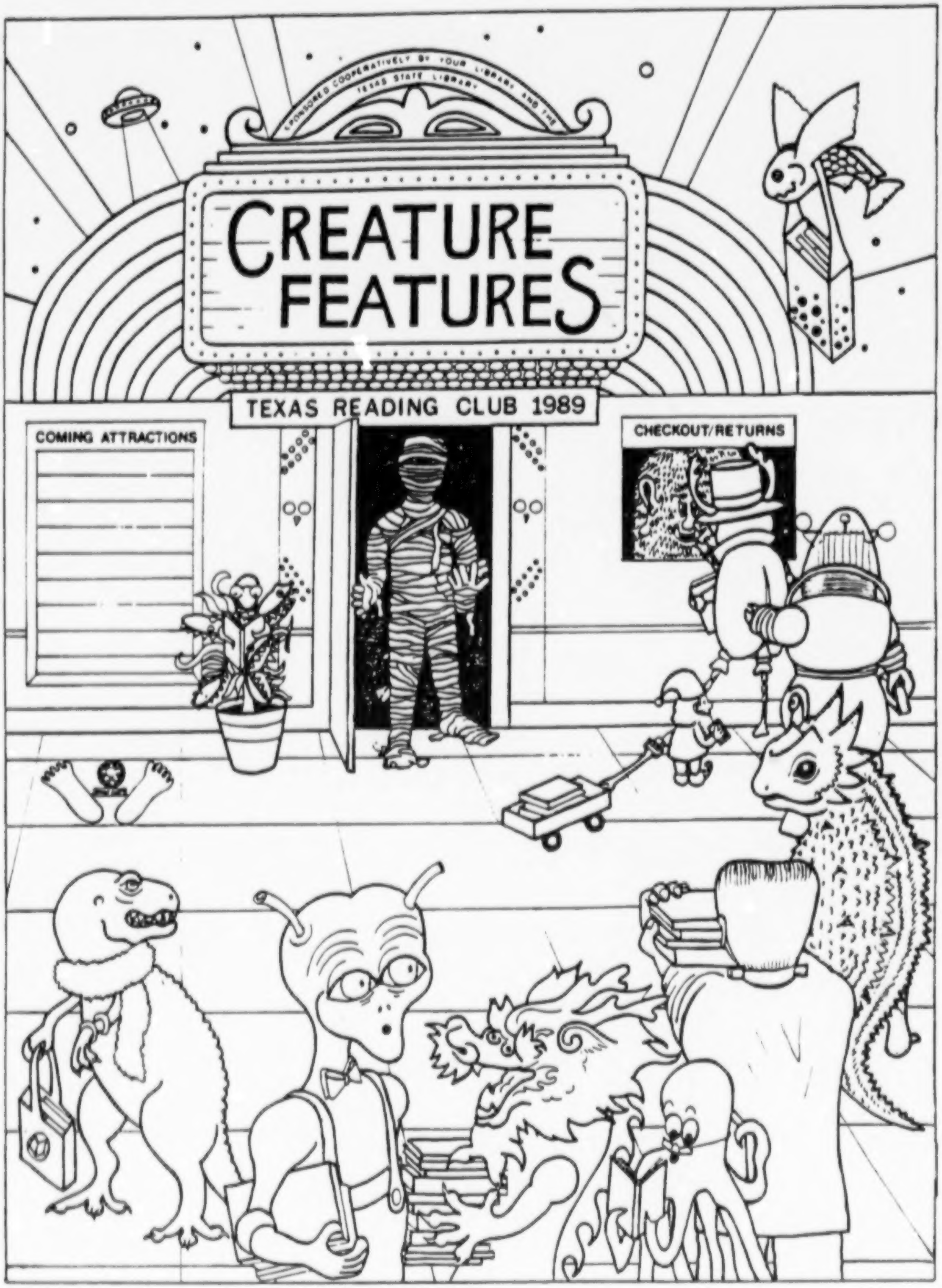
READ

at your

Public Library






SPONSORED COOPERATIVELY BY YOUR LIBRARY AND THE TEXAS STATE LIBRARY
CREATURE FEATURES
TEXAS READING CLUB 1989
COMING ATTRACTIONS
CHECKOUT/RETURNS

BEST COPY AVAILABLE

Chapter VIII

Procedures

Procedures

Libraries work with policies, procedures, rules, and standards. Policies were mentioned in several chapters, and chapter six deals specifically with selection policies.

Policies

Policies are the broad statements of purpose and philosophy which determine decisions and actions. Procedures, rules, and standards are subordinate to policies.

Procedures

Procedures are a series or sequence of related activities designed to standardize the performance of tasks which are part of a major operation. Procedures are the actions to take in a particular situation. They tell **how** a certain task is to be done. An example of a procedure for a given situation is a fire drill, an experience everyone has while attending school. The teachers receive written procedures or instructions which state the exits to be used from each school room. The intent is that there be rapid evacuation of the school in an orderly and safe manner.

There are also procedures for the routine activities of day to day operations; library examples are checking out a book, closing the library at night, ordering library materials, and payment for lost books.

Procedures are written by the library staff and need only agreement among the staff that they accurately reflect the manner in which tasks should be performed, and that they do not conflict with library policies or local ordinances. Procedures do not need to be approved by a governing board, but approval by supervisors is necessary.

Rules

Rules are regulations and restrictions establishing standards of behavior; for example, "No eating, drinking, or smoking in the library."

Rules should be few in number, but rules are necessary to assure fairness to all members of the community.

Standards

Standards are concerned with outcomes or results. They deal with quality, quantities, and units of productivity.

Cataloguing which "meets national standards" is an example of a **quality standard**.

The requirement that an employee be "able to file *x* number of cards in an hour" is a **quantity standard** concerned with productivity. If the standard also requires "no more than *x* number of errors," then a quality standard is also imposed.

WRITTEN PROCEDURES

Every library, no matter how small, should have written procedures. People resign, take vacations, have family emergencies, and become ill. Written procedures enable new employees, replacements, and volunteers to operate the library. Staff training can proceed more quickly when procedures are readily available in a printed form.

Procedures are written most frequently for the daily, weekly, and monthly tasks necessary to operate the library. Procedures standardize the performance of routines so that tasks are always done in the same way. For example, every staff member is expected to check out books in the same manner. Procedures also help to assure that necessary tasks are performed. Procedures define responsibility and performance.

Procedures are a guide for action and:

- Establish methods of handling repetitive tasks
- Set standards of performance; and, therefore, are useful for evaluation of employees
- Place responsibility for performance on certain staff positions (people)
- Provide for continuity of action
- Become a training device and an aid to an employee to help her/himself in learning a job
- Provide for uniform practices
- Ensure coordination of activities for the larger organization
- Strengthen supervision

Formats

Procedures can be written in a variety of formats. The most common formats are:

1. Paragraph
2. Outline
3. Flow chart

In the examples of procedures included in Appendix VIII, one of the book circulation procedures is an outline format. The procedures for processing new books use primarily a paragraph format, as are those for lost books. One of the interlibrary loan procedures is in paragraph format, while another is a flow chart.

Less commonly used, but effective for certain tasks, are "Decision Logic Tables." No library examples are included in the Appendix, but books are available on the method.

Guidelines

Writing procedures can be tedious, or, at best, time consuming. There are no firm rules about writing procedures, but there are suggestions on how to make them effective and used.

Some simple guidelines about writing procedures:

- Begin each procedure on a separate page. (As procedures change, pages can be removed and replaced).
- Write a procedure in a manner that is easy to read and to consult quickly.
- Include a table of contents.
- Include an index if the manual has 25 or more pages.
- Write a heading for each procedure that expresses its content. (Don't be cute with a heading; for example, "Numbers, how to play the game" when the procedure concerns statistics).
- Use plenty of white space, bold print, bullets to attract attention, and numbers or letters to indicate a sequence of actions.
- Date each procedure as an aid in knowing when to review it and in recognizing the most recent edition.

No procedure manual is perfect, but there are some flaws to try to avoid.

Flaws:

1. **Poor arrangement.**

   Make the arrangement logical; for example, procedures filed alphabetically or by department.

2. **Too large or too bulky.**

   If the library is large and operations complex, each department of the library will need to have its own procedure manual. Only those activities for which that department is responsible are included in a departmental procedure manual. However, a master copy of all procedures should be on file in the administration office, and with supervisors. The actions of each library department impact other departments so cross referencing and the sharing of information is necessary.

3. **Too abstract.**

   Be specific, tell which form to use, which personnel position (not a person's name) is to do a certain task, when it is to be done, where to find the forms, where to file them, etc.

4. **Too wordy.**

   Be as brief as possible. Include illustrations or photocopies of forms instead of describing them.

   Flow charts have a minimal amount of print. It takes some training, or practice, to learn to develop them. It takes a minimal amount of training to learn to read them. The sequential steps in a flow chart can be very easy to follow. The amount of time it takes to learn to write flow charts is well worth the investment.

5. **Omission of any steps.**

   It is easy to overlook some steps or needed piece of information. Test the written procedure on someone unfamiliar with the task. A procedure may have an instruction to "count the circulation from the previous day and record it on the circulation form." If the procedure does not tell where the form is kept and include an example, a new employee may not know where to find the form or what it looks like.

6. **Specialized terms not defined.**

   A procedure which says, "Use the tracings to pull the catalog cards" is not helpful to a new employee. What are "tracings?" What does "pull" mean? And the individual might not know how catalog cards are filed.

7. **Difficult to read.**

   - This can be poor type; for example, a script or italic type. *Italic is easy to read if only for a few sentences, but an entire procedure in italic would be tiresome to read.*
   - The print might be too small to be read easily.
   - OR THE ENTIRE PROCEDURE, OR PARAGRAPH, MIGHT BE IN CAPITAL LETTERS, WHICH IS MORE DIFFICULT TO READ THAN NORMAL UPPER AND LOWER CASE LETTERS.
   - The photocopies may be of poor quality.
   - Illustrations might be faulty or indistinct.
   - The layout may not have enough headings, so the pages look crowded and the instructions for different steps not stand out
   - The format may be too dense with too few paragraphs and too narrow margins (white space) so that it is difficult to find the information needed.
   - The pages may look so full of print that people don't want to read them or don't have the time to read or to hunt the information needed.

8. **Fails to fit the job.**

   The study of the task may have been inadequate before the procedure was written so that it does not accurately reflect the manner in which the job is to be done. The procedure may be old and have changed over time, and the procedure not rewritten.

PROCEDURE MANUAL

After procedures are written, they should be organized in a manner that someone can easily find the particular procedures wanted. In a small library the organization might be alphabetically by procedure (Check-out books, Check-in videos, Lost books, Ordering). A larger library might want to organize by department; for example, Children's Services, Circulation, Reference, Technical Services, etc.

The procedures should be placed in a binder, such as a loose leaf, three-ring binder (notebook). This becomes the Procedure Manual, and it should be labeled on the outside cover, and on the spine, in large letters, "Procedure Manual." Copies of the Procedure Manual need to be kept at or near the work stations where the tasks are to take place, and at least one copy needs to be in some safe location, such as in a file cabinet.

A procedure manual is never to be considered a finished document. Procedures need to be reviewed on a regular basis and revised as necessary.

Examples of Procedures

The procedures in Appendix VIII are to be used as an aid in developing procedures for an individual library. These procedures are examples from other libraries, most of them in Alaska.

These procedures are intended as a source of ideas of procedures and some of the different ways in which they can be written. It is **not** intended that any of them be adopted exactly as written.

Each library is different because each library building is different, and its physical arrangement differs from another library. Each community is different. The number of staff members may differ. Libraries have differing amounts and kinds of equipment. All of these factors effect the procedures. Each library needs procedures developed for that particular library. And last of all, the procedures given here should not be considered a complete procedure manual containing **all** the tasks in a library. These are just a beginning.

Several librarians have contributed copies of procedures for this manual. Appreciation is expressed to the librarians for sharing examples of their procedures. Contributions came from: Homer Public Library, Yukon Kuskoquim School District Media Center, Fairbanks North Star Borough Library, Fort Wainwright Post Library, Kegoayah Kozga Library, Scottsdale Public Library (AZ), and others.

Appendix
to
Chapter I

Establishing A Library

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ORDINANCE ____#____

AN ORDINANCE OF THE CITY OF ____________________, ALASKA ESTABLISHING A LIBRARY DEPARTMENT AND PROVISIONS FOR ITS ADMINISTRATION AND MANAGEMENT.

BE IT ORDAINED AND ENACTED BY THE CITY OF ____________________, ALASKA as follows:

CHAPTER 1. LIBRARY DEPARTMENT.

SECTION 1. ESTABLISHED.

There shall be a library in and for the City of __________________________ to be known as the ____________________________________ Community Library.

CHAPTER 2. MANAGEMENT.

SECTION 2.1 CITY COUNCIL.

The City Council of the City of __________________________ shall have overall authority and responsibility for the City Library.

SECTION 2.2 LIBRARY BOARD.

1. There is hereby created a Library Board whose duties shall consist of the day to day management of the library.

2. The Library Board shall consist of five (5) members, four to be appointed by the Mayor, subject to Council confirmation, and one member to be appointed by the School Board for the city. Said members shall receive no compensation for their services performed as members of the board. The board shall elect a chairman from its members to serve for a period of one year.

3. The terms on one (1) to two (2) board seats shall expire annually, so that members shall serve for overlapping three year terms.

4. The Board shall meet as often as required but in no event less than four (4) times annually. Meetings are at the call of the chairman or two (2) members of the Library Board.

5. In the event of a vacancy on the Library Board, depending on the vacancy, the Mayor or the School Board shall appoint a person to fill the vacancy.

6. If any Library Board member is absent for three (3) consecutive meetings, the seat of that member shall be declared vacant, unless such absences are considered excused by the remaining members of the Board.

SECTION 2.3 LIBRARY BOARD DUTIES.

1. Establish operational policies for the library program, and submit same to the City Council for approval. All policies of the program established by the Library Board are effective until review by the Council and remain effective unless specifically disapproved by the Council.

2. Assist the Librarian in preparation and presentation of the annual budget request to the City Council.

3. Assist the Librarian in the preparation and submission of grant applications for the development of the library program.

4. Make recommendations through the City Manager to the Mayor and the City Council concerning the Library Department and its programs.

5. Prepare a written report of the library program to the City Council at least four (4) times annually.

In addition the Board may:

6. Solicit donations of money and/or property for the benefit of the library. Any monetary donations shall be deposited to the City Treasury in a reserve account dedicated for public library use. If property, it shall be accepted by deed or other conveyance subject to approval by the City Council. Such property shall be disposed of for public library purposes as the Council may direct.

SECTION 2.4 LIBRARIAN — DUTIES.

The librarian of the City Library shall be responsible for and shall have control of the Library Department. The Librarian will be responsible for the supervision of the City Library during open hours, establishing, with the assistance of the Library Board, the library policies, preparing the annual budget for the library, preparing and making application for grants to assist the library program, and organizing special library activities.

CHAPTER 3. USE OF LIBRARY.

All persons shall be extended the privilege of using the library subject to observing the rules established for the use of the library.

SECTION 3.1. FAILURE TO RETURN LIBRARY PROPERTY.

1. No person shall willfully detain or fail to return any library material for more than thirty (30) days after notification has been sent by mail to the last known or registered place of residence.

2. Any person after sufficient notice and after sixty (60) days is in violation of Section 3.1 paragraph 1 of this ordinance and shall be subject to the suspension of Library privileges.

3. Any person in violation of Section 3.1 paragraph 1 of this ordinance, and after sixty (60) days and sufficient notice of delinquency of Library material, shall be billed for the full cost of the library material through the City Clerk. In the event that payment is not received by the City Clerk within forty-five (45) days following the first billing, the City of ______________________________ shall take steps as necessary to collect said bill.

CHAPTER 4. DAMAGE TO PROPERTY AND DENIAL OF LIBRARY PRIVILEGES.

SECTION 4.1. DAMAGE TO PROPERTY.

1. No person shall willfully or intentionally damage property belonging to the City of _________________________.
2. Said violation shall be punishable under the statutes of the State of Alaska.

SECTION 4.2. DENIAL OF LIBRARY PRIVILEGES.

The Librarian or person in authority may prohibit any person from using the Library of the City of ________________________ who willfully or persistently violates any rule or whose physical condition is deemed dangerous or offensive to other persons. No person shall fail to leave the library if so ordered.

CHAPTER 5. VIOLATION.

SECTION 5.1. PENALTY.

Violation of this ordinance shall constitute a misdemeanor and is punishable by a fine not to exceed one hundred (100.00) dollars.

Introduced by

____

Introduction date

____

Hearing and adoption date

____

Mayor

____

Effective date

____

City of ______________________________, Alaska

Adopting authority

____

City Clerk

____

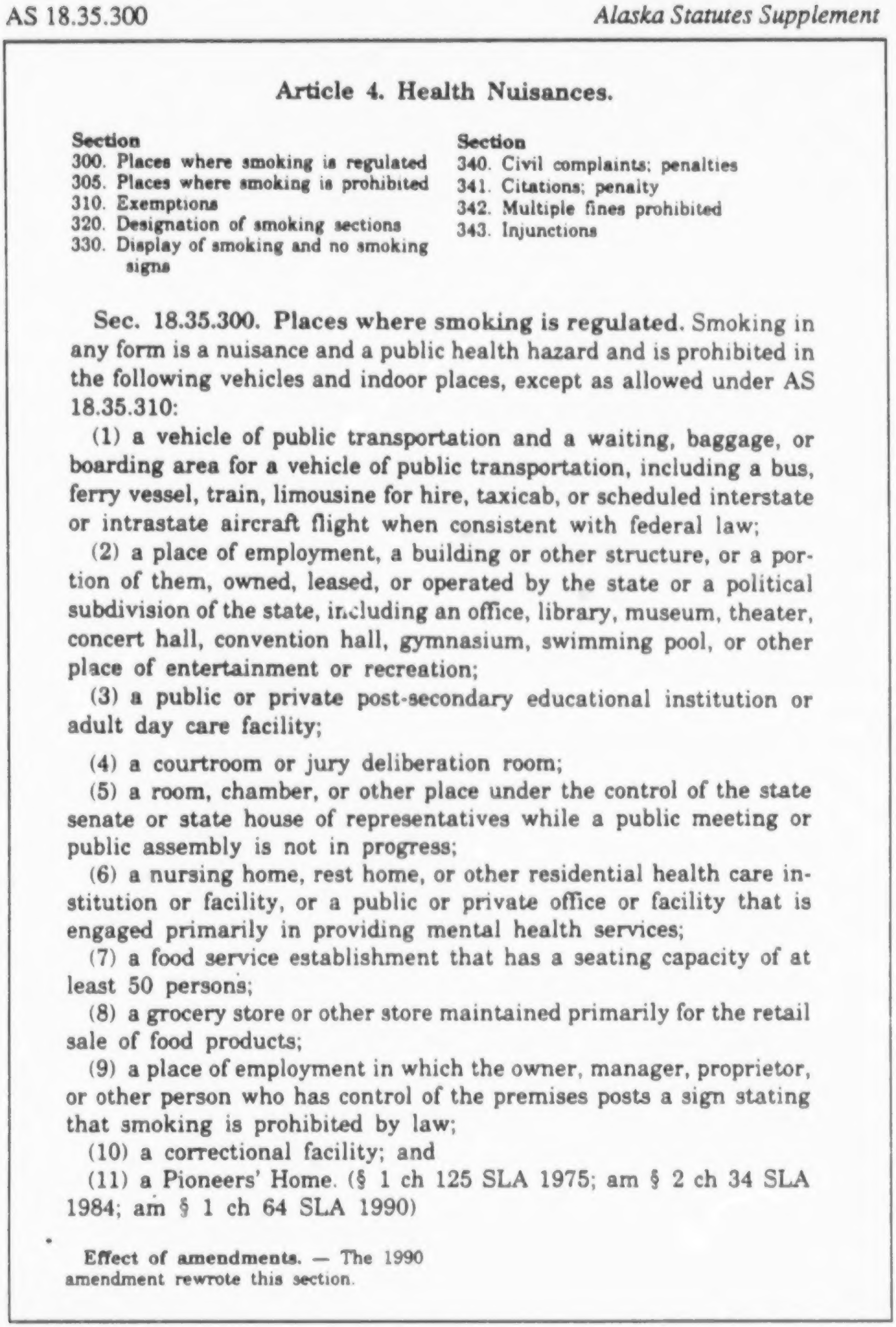
Confidentiality of Library Records

AS 09.25.140 *Alaska Statutes Supplement*

Sec. 09.25.140. Confidentiality of library records. (a) Except as provided in (b) of this section, the names, addresses, or other personal identifying information of people who have used materials made available to the public by a library shall be kept confidential, except upon court order, and are not subject to inspection under AS 09.25.110 or 09.25.120. This section applies to libraries operated by the state, a municipality, or a public school, including the University of Alaska.

(b) Records of a public elementary or secondary school library identifying a minor child shall be made available on request to a parent or guardian of that child. (§ 1 ch 35 SLA 1985)

Smoking in Public Buildings



AS 18.35.300 *Alaska Statutes Supplement*

Article 4. Health Nuisances.

Section
300. Places where smoking is regulated
305. Places where smoking is prohibited
310. Exemptions
320. Designation of smoking sections
330. Display of smoking and no smoking signs

Section
340. Civil complaints; penalties
341. Citations; penalty
342. Multiple fines prohibited
343. Injunctions

Sec. 18.35.300. Places where smoking is regulated. Smoking in any form is a nuisance and a public health hazard and is prohibited in the following vehicles and indoor places, except as allowed under AS 18.35.310:

(1) a vehicle of public transportation and a waiting, baggage, or boarding area for a vehicle of public transportation, including a bus, ferry vessel, train, limousine for hire, taxicab, or scheduled interstate or intrastate aircraft flight when consistent with federal law;

(2) a place of employment, a building or other structure, or a portion of them, owned, leased, or operated by the state or a political subdivision of the state, including an office, library, museum, theater, concert hall, convention hall, gymnasium, swimming pool, or other place of entertainment or recreation;

(3) a public or private post-secondary educational institution or adult day care facility;

(4) a courtroom or jury deliberation room;

(5) a room, chamber, or other place under the control of the state senate or state house of representatives while a public meeting or public assembly is not in progress;

(6) a nursing home, rest home, or other residential health care institution or facility, or a public or private office or facility that is engaged primarily in providing mental health services;

(7) a food service establishment that has a seating capacity of at least 50 persons;

(8) a grocery store or other store maintained primarily for the retail sale of food products;

(9) a place of employment in which the owner, manager, proprietor, or other person who has control of the premises posts a sign stating that smoking is prohibited by law;

(10) a correctional facility; and

(11) a Pioneers' Home. (§ 1 ch 125 SLA 1975; am § 2 ch 34 SLA 1984; am § 1 ch 64 SLA 1990)

Effect of amendments. — The 1990 amendment rewrote this section.

Smoking in Public Buildings continued

AS 18.35.330 *Alaska Statutes Supplement*

Sec. 18.35.330. Display of smoking and no smoking signs. (a) A person in charge of a place or vehicle described in AS 18.35.300 or 18.35.305, except a limousine for hire or taxicab, shall conspicuously display in the place or vehicle a sign that reads "Smoking Prohibited by Law — Maximum Fine $50" and that includes the international symbol for no smoking.

(b) In a place or vehicle in which a smoking section has been designated under AS 18.35.320, the person in charge of the place or vehicle shall conspicuously display signs that specify the portions of the place or vehicle in which smoking is allowed by law and in which smoking is prohibited by law.

(c) A sign required by this section must be at least 18 inches wide and six inches high, with lettering at least 1.25 inches high.

(d) The department shall furnish signs required under this section to a person who requests them with the intention of displaying them. (§ 1 ch 125 SLA 1975; am § 5 ch 34 SLA 1984; am § 6 ch 64 SLA 1990)

Effect of amendments. — The 1990 amendment inserted "or 18.35.305" in subsection (a).

Open Meetings

AS 44.62.310 *Alaska Statutes Supplement*

Article 6. Open Meetings of Governmental Bodies.

Section
310. Government meetings public

Sec. 44.62.310. Government meetings public. (a) All meetings of a legislative body, of a board of regents, or of an administrative body, board, commission, committee, subcommittee, authority, council, agency, or other organization, including subordinate units of the above groups, of the state or any of its political subdivisions, including but not limited to municipalities, boroughs, school boards, and all other boards, agencies, assemblies, councils, departments, divisions, bureaus, commissions or organizations, advisory or otherwise, of the state or local government supported in whole or in part by public money or authorized to spend public money, are open to the public except as otherwise provided by this section. Except for meetings of a house of the legislature, attendance and participation at meetings by members of the public or by members of a body may be by teleconferencing. Agency materials that are to be considered at the meeting shall be made available at teleconference locations. Except when voice votes are authorized, the vote shall be conducted in such a manner that the public may know the vote of each person entitled to vote. The vote at a meeting held by teleconference shall be taken by roll call. This section does not apply to any votes required to be taken to organize a public body described in this subsection.

(b) If excepted subjects are to be discussed at a meeting, the meeting must first be convened as a public meeting and the question of holding an executive session to discuss matters that come within the exceptions contained in (c) of this section shall be determined by a majority vote of the body. Subjects may not be considered at the executive session except those mentioned in the motion calling for the executive session unless auxiliary to the main question. Action may not be taken at the executive session.

(c) The following excepted subjects may be discussed in an executive session:

(1) matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the government unit;

(2) subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion;

(3) matters which by law, municipal charter, or ordinance are required to be confidential.

Open Meetings continued

(d) This section does not apply to

(1) judicial or quasi-judicial bodies when holding a meeting solely to make a decision in an adjudicatory proceeding;

(2) juries;

(3) parole or pardon boards;

(4) meetings of a hospital medical staff; or

(5) meetings of the governing body or any committee of a hospital when holding a meeting solely to act upon matters of professional qualifications, privileges or discipline.

(e) Reasonable public notice shall be given for all meetings required to be open under this section. The notice must include the date, time, and place of the meeting, and if the meeting is by teleconference the location of any teleconferencing facilities that will be used. Except for the publication required by AS 44.62.175(a) in the Alaska Administrative Journal, the notice may be given by using print media supplemented by broadcast media.

(f) Action taken contrary to this section is void. (§ 1 art VI (ch 1) ch 143 SLA 1959; am § 1 ch 48 SLA 1966; am § 1 ch 78 SLA 1968; am § 1 ch 7 SLA 1969; am §§ 1, 2 ch 98 SLA 1972; am § 2 ch 100 SLA 1972; am § 1 ch 189 SLA 1976; am §§ 2, 3 ch 54 SLA 1985; am § 2 ch 201 SLA 1990)

Effect of amendments. — The 1990 amendment added the last sentence of subsection (e).

NOTES TO DECISIONS

No express exception to pro-disclosure requirements of Public Records Act. — The Open Meetings Act, which provides for closed executive sessions when subjects potentially prejudicial to reputation are discussed, does not establish an express exception to the pro-disclosure requirements of the Public Records Act or otherwise permit the suppression of documents produced at such sessions. Municipality of Anchorage v. Anchorage Daily News, Sup. Ct. Op. No. 3597 (File Nos. S-2647, S-3076, S-3033), P.2d (1990).

Public employee performance evaluation report. — Superior court order requiring city library advisory board to release to a newspaper a performance evaluation report pertaining to a head librarian was affirmed, where the evalution did not in any way deal with the personal, intimate, or otherwise private life of the librarian. Municipality of Anchorage v. Anchorage Daily News, Sup. Ct. Op. No. 3597 (File Nos. S-2647, S-3076, S-3033), P.2d (1990).

Report of mayor's blue ribbon fiscal policy committee, appointed to investigate city's economic condition, was not exempt from ordinary disclosure requirements, where the report was the product of a public process and was intended for public dissemination. Municipality of Anchorage v. Anchorage Daily News, Sup. Ct. Op. No. 3597 (File Nos. S-2647, S-3076, S-3033), P.2d (1990).

Quoted in Anchorage School Dist. v. Anchorage Daily News, 779 P.2d 1191 (Alaska 1989).

POLICIES OF THE PETERSBURG PUBLIC LIBRARY

ADOPTED BY THE
PETERSBURG PUBLIC LIBRARY BOARD
MARCH 14, 1990

COLLECTION DEVELOPMENT POLICY

1.1 MISSION AND CLIENTELE

The primary mission of the Petersburg Public Library is to serve as a reliable source of information for the community by acquiring, organizing, and disseminating information. The library serves recreational needs by providing popular materials; it provides opportunities for independent learning for all people from toddlers to the elderly; and it provides timely, accurate, and useful information to meet the diverse and constantly changing informational needs of those it serves.

The library strives to offer the most complete and balanced collection possible within existing fiscal and physical limitations. Meeting the educational, cultural, informational, and recreational needs of people in Petersburg requires both a carefully built collection locally and access to resources beyond the library's own collection.

While Petersburg is a small town (population 3,400 in 1989), the range of interests and demands for information is not small. The high school and the elementary school each has a library focused on student curriculum support, but because of our geographic isolation, people do not have access to any other libraries. As a result, this library must provide services for the entire range of informational needs, from the first board books for babies to specialized materials for people doing doctoral research. Cooperation with other libraries through the interlibrary loan system and reference backup is essential to meet specialized needs.

1.2 COLLECTION RESPONSIBILITY

The City Librarian has the final responsibility for the maintenance and development of the collections of the Petersburg Public Library, operating within the framework of policies determined by the Petersburg Public Library Board.

Purchase suggestions from library users are encouraged. All Interlibrary Loan requests are considered as purchase suggestions. The librarian will review all purchase requests and determine whether they fall within selection criteria. The amount of potential use will be an important factor in deciding whether to purchase suggested titles.

1.3 SELECTION GUIDELINES

Selection of materials is based on the professional judgment of the library staff, on book reviews, and on other professional tools such as standard catalogs and bibliographies. Major selection tools for Petersburg Public Library include *Booklist*, *Library Journal*, *Horn Book*, and H.W. Wilson Company's publications, the *Public Library Catalog*, the *Fiction Catalog*, and the *Children's Catalog*.

No single standard exists which can be applied in all acquisition decisions. Some materials must be judged primarily on their artistic merits, some on their scholarship, some on their value as human documents; others are intended to satisfy recreational and entertainment needs; each needs to be considered in terms of the audience for whom it is intended.

Materials are judged on the basis of the work as a whole, not on a part taken out of context.

1.4 GENERAL CRITERIA considered in evaluation and re-evaluation of materials for the Petersburg Public Library include the following:

(1) Administrative criteria:

Suitability of physical form for library use

Funds and space

(2) Substantive criteria:

Cultural, recreational, informational, and/or educational value

Usefulness in relation to other materials in the collection

Suitability of content and style for intended audience

Contribution of work toward balanced collection representing a broad range of perspectives and opinions, including extreme and/or minority points of view

Authority, effectiveness, timeliness of presentation

Attention of critics, reviewers, and public

Reputation and/or significance of author

Two categories excluded from the collection as clearly not within selection criteria are (1) forms of expression that are unprotected by the First Amendment, and (2) explicit and direct instructions for the manufacture of contraband materials.

1.5 SPECIAL CRITERIA, in addition to the above, apply to some segments of the collections:

In selecting **books for children**, the library's objective is to make available a collection which satisfies their information, recreational, and cultural reading needs and potentials. Since elementary and high school students already have access to school library service especially developed to meet their academic needs, the public library will not focus its collections on curriculum support.

Young people (grades 7 through 12, approximately) are served from the general collection but also have access to a fiction collection specially selected to meet the recreational and emotional concerns of this age group. The Young Adult collection should be fluid, flexible, current, and attractive, containing materials which are (1) in demand, and (2) of special quality which will help young adults understand themselves and others, broaden their viewpoints and knowledge of the world, stimulate their curiosity, and expand both their reading ability and reading enjoyment. Emphasis is on popular browsing materials.

The Alaska Collection includes materials of special interest to Alaska and its wider region. In general, the goal will be (1) as complete coverage as possible of the immediate Petersburg area, (2) broad coverage for Southeast Alaska, and (3) selected coverage for the rest of Alaska, based on expected demand and popular appeal. The Alaska Reference collection will include standard reference titles and out-of-print Alaskana which could not be replaced if lost in circulation.

Duplication. A book in heavy demand should be duplicated if long use is anticipated. However, the library will not duplicate at the expense of the rest of the collection.

Videos for home use will be offered for checkout. Materials in video format are collected, as are materials in all other formats, to meet the informational needs of the general public. Petersburg has several video rental outlets. The Petersburg Public Library concentrates on meeting needs which commercial suppliers do not meet. That is not to say that the library will never overlap any of the offerings of any of the local video retailers. Rather, the library's primary focus will be on categories of materials for which there is little or no commercial availability within Petersburg. Special consideration will be given to subjects most effectively presented in visual form, such as drama and dance, quality features, documentaries, and classic works originally created for the film medium. For children's materials, the library will prefer presentations based on original illustrations and high-quality children's literature.

Initial video collection development will focus on titles with special regional interest, such as Alaskana and fisheries; health and safety; and subjects which are most effectively presented in video format. Public Performance Rights will be obtained for subject areas of critical public interest (e.g. AIDS, health and safety, etc.).

Literacy materials. The library will maintain a small collection of materials specifically designed for beginning adult readers and will cooperate with local efforts to teach literacy skills.

Foreign Language materials. The library collects dictionaries, grammars, and learning materials in major languages. English-as-a-second-language materials are collected for non-English speakers in Petersburg. A few fiction titles and supplementary materials are collected in languages taught in Petersburg, including German, Spanish, and French. A somewhat larger collection of Norwegian materials is maintained, including historical materials that date from the founding of Petersburg by Norwegian immigrants, titles by distinguished Norwegian authors, and books on crafts and skills of particular interest in Petersburg, such as rosemaling, cooking, and Norwegian costumes.

Large print and materials for the visually handicapped. The library participates in a large print book circuit with other Southeast libraries to provide a rotating collection of large print materials. Large print titles owned by this library are interfiled with the general collection and may be found through the library catalog. The State Library offers services directly to those unable to read print.

Petersburg Municipal Publications. The Petersburg Public Library will attempt to keep one copy of every publication produced by or for the City of Petersburg. City departments are requested to send two copies of each publication, so that one may be kept and one sent to the Alaska State Historical Library. (Publications are usually bound and are intended for public use. Other materials, such as the municipal budget, which are of public interest, will be collected as space allows.)

As a general rule, municipal publication do not circulate. However, when the publication is current and on a topic of special public interest, the library will attempt to have additional copies which may be loaned for home use.

Audio Materials. Spoken work cassette recordings are offered for both children and adults. Phonograph records are no longer collected due to space limitations and the difficulty of maintaining records in useable condition. Some items of AV equipment (projectors, players) are available for short term checkout on a reserve basis.

1.6 INTELLECTUAL FREEDOM

The library does not promote particular beliefs or views, nor is the selection of any book or item equivalent to endorsement of the viewpoint of the author expressed therein. To be a resource where the free individual can examine many points of view and make his or her own decisions is one of the essential purposes of the public library. The library attempts to provide materials representing different sides of controversial issues.

The Petersburg Public Library Board endorses the American Library Association's "Library Bill of Rights," the "Freedom to Read Statement," and the "Intellectual Freedom Statement." These three documents are considered guiding principles for this collection development policy.

Access to library materials will not be restricted beyond what is required to protect materials from theft or damage.

Responsibility for the reading of children rests with their parents and legal guardians. Parents who wish to limit or restrict the reading of their own child should personally oversee that child's choice of reading material. Selection of library materials will not be inhibited by the possibility that books may come into the possession of children.

1.7 DISCARDING

Materials which are no longer useful in the light of stated objectives will be systematically weeded from the collection and withdrawn from the library. Prime candidates for deselection are: (1) items which contain outdated or inaccurate information, unless of historical value, (2) superseded editions, (3) worn out or damaged items, and (4) seldom-used materials. Discards may be offered to other libraries, schools, or nonprofit groups, sold, or otherwise disposed of.

1.8 GIFTS

The library accepts donations of materials, or money to purchase them, with the following understanding: (1) that, to be added to the collection, gift materials must meet established selection criteria, and (2) that gift materials not retained for the collection may be given to other libraries, or schools, or nonprofit groups, sold, or otherwise disposed of, the choice being the library's entirely.

No condition or restriction on gifts can be honored unless agreed upon by the librarian and donor in advance of delivery of the gift. The library cannot legally appraise gifts for tax purposes.

Gifts of money, real property, and/or stock will be accepted if any conditions attached to them are acceptable to the Library Board.

1.9 COPYRIGHT

The Petersburg Public Library intends to abide by copyright law. Patrons who are using Library materials are responsible for the legal use of those materials.

1.10 FORMAT OF MATERIALS

The library will provide materials in a variety of formats to meet its goals and objectives. Materials may include: books, periodicals, pamphlets, newspapers, pictures, slides, film, video, maps, audiocassettes, and microfilm.

1.11 RECONSIDERATION OF MATERIALS

Because some materials are of necessity acquired without benefit of critical review, reconsideration is an integral part of the collection development process. Reconsideration may be either staff initiated or citizen initiated. The Petersburg Public Library recognizes that within the Petersburg area there are groups and individuals with widely separate and diverse interests, backgrounds, cultural heritages, social values and needs, and that any given item may offend some patrons. Selection of materials will not be made on the basis of anticipated approval or disapproval of their contents, and no library material will be sequestered, except to protect it from injury or theft.

Complaints from patrons on library materials will:

1. Be handled in an informal manner by the city librarian. The selection policy will be explained to the patron. Material in question will not be removed or restricted at any point in this process unless an official determination has been made to do so following the procedures in 2-5 below.
2. If the patron is not satisfied with the informal discussion, the city librarian will provide a Materials Selection Inquiry for the patron to fill out and return.
3. Upon receiving the Inquiry the city librarian will make a decision whether to retain the material or remove it.
4. The patron will be notified immediately of the recommendation and given a full explanation of the decision. Information concerning the appeal process will be included as well.
5. If the patron is not satisfied with the recommendation from the city librarian, he or she may file a written appeal with the Petersburg Public Library Board. In considering the complaint, the board shall:
    1) Read, view, or listen to the material in its entirety;
    2) Check general acceptance of the material by reading reviews and consulting recommended lists;
    3) Judge the material for the strengths and values as a whole and not in part, and apply all appropriate substantive selection criteria to the work.

The board shall notify the complainant of its decision in writing. No further appeals will be heard. No other reconsideration of this material will be addressed, unless the grounds for complaint are substantially different from the previous reconsideration.

SERVICES OF THE LIBRARY

2.1 The library will select, acquire, and organize books and other printed, visual, and recorded materials to meet the needs for information, research, and recreation of the community.

2.2 The library staff will provide guidance and assistance for people to obtain the information they seek.

2.3 The library will loan most materials for home use in accordance with library rules and procedures. The library will also loan materials to other libraries through interlibrary loan. Patrons of this library have priority in the use of materials.

In accordance with Alaska Statute 09.25.140, library circulation records are confidential. Names, addresses, and other personal information about people, who have used materials made available to the public by the library, shall be kept confidential, except upon court order.

2.4 The library will provide programs, exhibits, bibliographies, etc. to stimulate the use of library materials for the enlightenment of people of all ages.

2.5 The library will help people get information unavailable in Petersburg Public Library. This may be done by borrowing materials or seeking answers to questions from other libraries or by referring people to other agencies.

2.6 The Petersburg Public Library will cooperate with other libraries to improve library services locally, throughout the state, and nationally.

2.7 Library services will be provided during the hours which best meet the needs of the community, within the limits of available staff and budget.

2.8 Library services will be provided free of charge.

2.9 The library will have an ongoing public relations program to (1) increase active use of the various services offered by the library and (2) to improve understanding of the library's objectives and services by governing officials, civic leaders, and the general public. Publicity materials to be used by press, radio, or television will be approved by the city librarian.

The board recognizes that public relations involves every person who has any connection with the library. The board urges its own members and every staff member to realize that he or she represents the library in every public contact. Good service supports good public relations.

2.10 In keeping with the library's policy not to promote particular beliefs or views (see 1.6), the circulation, distribution, or solicitation of signature for any petition on library premises will not be allowed.

WHO MAY USE THE LIBRARY

3.1 All are welcome to use the collections of the Petersburg Public Library within the library. Service will not be denied or abridged because of religious, racial, social, economic, or political status.

Borrowing privileges are free to all permanent residents of the City of Petersburg, Mitkof Island, of the City of Kupreanof, and environs. Registration as a borrower requires presentation of identification and evidence of local residence.

A visitor may be offered a temporary registration with limited borrowing privileges if the visitor has a valid local mailing address and presents adequate picture identification showing permanent out-of-town address.

Local residents who are unable to present acceptable identification or proof of mailing address may receive temporary registration with limited borrowing privileges.

3.2 DENIAL OF SERVICES

According to city Ordinance 3.53, "The librarian may prohibit any person the use of the Petersburg Public Library who willfully or persistently violates any rule or regulation prescribed for the operation of such library or whose physical condition is deemed dangerous or offensive to other persons. No person shall fail to leave the Petersburg Public Library when so ordered by the librarian or other person in charge of the Petersburg Public Library."

Members of the public are to conduct themselves at all times in a manner that does not interfere with others and that is in keeping with the nature of the library's programs and services. In general, the library provides facilities and resources for the public to study, consult, select, and examine library materials, or to participate in related library programs, or to use library equipment such as typewriters and photocopiers. Any activity not connected or compatible with these purposes in appropriate. Anyone who disregards these purposes is subject to removal from the building and/or restriction of library privileges.

Specifically, the following behaviors or acts on the part of individuals using the Library are grounds for immediate ejection from the premises:

1. Loud, disruptive, or attention-getting behavior which disturbs library activities
2. Use of foul or abusive language
3. Tampering or playing with library equipment such as computer terminals, public typewriters, photocopiers
4. Consumption of food or beverages, except when specifically allowed
5. Smoking
6. Any condition resulting in disorientation, disruption, or possible damage or harm to oneself or others
7. Strong alcoholic or body odor to the point of disturbing other patrons or deterring others from coming near
8. Possession of dangerous weapons
9. Harassment of library staff or patrons

10. Unauthorized entry into STAFF ONLY areas
11. Persistent sleeping after being informed by staff that sleeping is not permitted in the library
12. Soliciting for any cause or organization or panhandling
13. No shirt or bare feet

The police will be summoned if staff requests to leave the library are refused or ignored.

The following behaviors or acts on the part of individuals using the library are grounds for denial of library privileges and permanent exclusion from the premises in accordance with Petersburg Ordinance 3.53.010:

1. Repetition of any of the above acts
2. Deliberate defacing of library materials or property
3. Theft of either library property or the personal property of library staff or patrons
4. Physical assault of library staff or patrons
5. Lewd behavior, such as indecent exposure, voyeurism, or sexual advances
6. Use or sale of any controlled substance or alcohol on library premises
7. Chronic and deliberate refusal to return library materials
8. Any act leading a reasonable person to conclude that it is more likely than not that the individual has committed a crime
9. Repeated disorientation or loss of consciousness justifying the assistance of the EMT's or police to remove one from the premises
10. Any conduct amounting to criminal child enticement

PHYSICAL FACILITY

4.1 In order to provide good library service, the Library Board seeks to have a facility that is inviting and functional and that is accessible to all. The present facility is not. The Library Board has a crucial role in lobbying for an improved facility and in seeking funding.

4.2 The following factors shall be among those considered in evaluating a library facility:

1. Location: The same factors that make a successful commercial location make a successful library. Because many patrons walk to the library from downtown and harbor locations, the library should be within two blocks of Main Street
2. Adequate parking
3. The facility should be accessible to the handicapped
4. Size of the facility should be based on the anticipated service needs of the population for at least the next 20 years. (A 20 year useful life is required for funding through the Alaska State Library.)

PERSONNEL

5.1 Employees of Petersburg Public Library are employees of the City of Petersburg and are covered by the personnel policies of the City.

5.2 The City Librarian is hired by the Library Board with the advice of the City Manager. (Ordinance 3.52.140) The Library Board will evaluate the performance of the City Librarian annually. Other library employees are hired, supervised, and dismissed by the City Librarian.

5.3 Employees are encouraged to continue their library education and to increase their skills to serve the public. Continuing education is a shared responsibility of the institution and the individual.

LIBRARY MATERIAL SELECTION INQUIRY

Complainant's Name ____________________

Address ____________________ Phone ____________

Represents: ______ Self ______ Organization

If complainant represents organization:

Name of Organization ____________________

Address of Organization ____________________

Person in Charge ____________________

(If objection is to material other than a book, change the wording of the following so they apply.)

AUTHOR ____________________ PUBLISHER ____________________

TITLE ____________________ DATE ____________________

1. How did you learn of this book?

2. What are your objections to this book? Please be specific.

3. What harm do you think might result from reading this book?

4. Did you read the entire book? If not, what parts did you read?

5. Is there anything worthwhile in the book?

6. Have you read any professional reviews of the book? If so, please list the name of critics and source of reviews.

7. What do you think are the main ideas of the book?

8. What do you think was the author's purpose in writing this book? Do you think the author has accomplished his or her purpose?

9. Have you read the Collection Development Policies of the Petersburg Public Library? Do you think this book conforms to the selection guidelines in the policies? Why or why not?

(Editor's note: Attached to the policy manual are the "Library Bill of Rights," "The Freedom to Read" statement, and the "Intellectual Freedom Statement, an Interpretation of the Library Bill of Rights.")

GOALS AND OBJECTIVES

The **Kegoayah Kozga Library** was created for the purpose of providing a public library in Nome, Alaska. The facilities shall be available and accessible to the public, both adults and children, and without discrimination as to age, race, religion, sex, or color.

GOALS

To assemble, preserve, and administer print and non-print materials in organized collections for the communication of ideas, in order to promote an enlightened citizenship and to enrich personal lives.

OBJECTIVES

To extend library service to the community of Nome and the villages of the Seward Peninsula and the Bering Strait region.

To preserve the history of Nome and the surrounding area by maintaining and adding to existing displays and collections.

To acquire books, magazines, non-print materials, equipment, and other articles and objects customarily available in a public library.

To provide, by rental, purchase, or gift, adequate housing, furniture, and fixtures, for the display and preservation thereof; and to enable the public to patronize and use the same.

To encourage reading and examination by the public of published and printed matter deemed worthwhile.

To sponsor studies of educational and entertaining subjects by individuals and groups.

To undertake and support community projects that will promote greater appreciation of more reading by more persons as time, funds, and facilities permit.

To promote cooperation with other libraries to ensure users access to the information they need.

created 6/83
revised 7/87

LIBRARY USE AND PATRON CHECK OUT POLICY

Any permanent resident of the **City of Nome** or its surrounding villages may use the library and check out materials and equipment.

The use of the library and its services can be denied for due cause; such as failure to return materials or to pay penalties, destruction of property, or the disturbance of other patrons.

Children under seven (7) years of age must be accompanied by a guardian or family member when checking out materials.

No more than six (6) items may be borrowed at one time.

All patrons must sign the "Borrowers' Register" before he/she can check out materials and assume the responsibility of returning the material.

Temporary residents can check out materials with a **$20.00 deposit**, which is refundable upon request when leaving town. **A temporary resident is one who lives in Nome for six (6) months or less.**

All overdue discrepancies must be cleared before a patron is allowed library check out privileges.

created 1/79
revised 4/84

VOLUNTEER POLICY

PURPOSE OF POLICY

To guide the staff and prospective volunteer workers in the responsibilities and obligations of a volunteer; to inform the public about the status of volunteer service to the Kegoayah Kozga Library.

DEFINITION

A "volunteer" refers to someone who offers his or her services freely, without monetary or in-kind compensation.

GENERAL PRINCIPLE

Any citizen of Nome and the Seward Peninsula who offers his or her services freely to the library is considered a volunteer worker.

A volunteer is not an employee of the Library or of the City of Nome.

Any injury sustained by a volunteer on Library premises is covered under the General Liability policy of the City of Nome. Notification of such injury must be made to Library personnel and the City of Nome immediately.

DUTIES AND RESPONSIBILITIES

Some duties a volunteer might be asked to do are:

Shelve materials
Check out materials to patrons
File catalog cards
Assist with programs, such as the Summer Reading Program, weekly story hours, and holiday programs
Develop and complete special projects, such as the reorganization of the vertical file, Alaskana materials, and the map collection
Perform light janitorial duties, such as dusting, vacuuming, and cleaning non-carpeted areas

created 2/88
revised 7/91

Sample Volunteer Policy

The ______________________________ Public Library encourages the use of volunteers to assist the Library in delivering services to the community. In using the services of volunteers, the guidelines shall be as follows:

- Volunteers shall perform only such services as will not result in displacement of employed staff and will not fill positions which have been occupied by regular, permanent, full-time staff during the current or prior calendar years.
- All volunteers will complete an application form and will list those areas where they wish to volunteer, or the skills they believe to be useful to the library.
- The duties of the volunteer shall be assigned in accordance with position availability, the discretion of the manager, and the needs of the work site.
- Under no circumstances will volunteer status suggest or imply an opportunity for a permanent position, either full or part-time.
- Volunteers are covered by the Library's workers' compensation program.
- All hours worked by volunteers will be recorded and submitted to the Personnel Officer.

Appendix
to
Chapter II

The Library Building

Rural community libraries, construction 1
Public library construction grants 2
Administrative Code, construction grants 3
Art works in public buildings 9
Accessibility of public buildings 11
Uniform Building Code: exits 13
  Occupant load factor 15

Article 4. Rural Community Libraries.

Section
200. Grants for constructing and equipping libraries
210. Application for grants

Section
220. Ownership of facility
230. Regulations
240. "Rural community" defined

Sec. 14.56.200. Grants for constructing and equipping libraries. The division of state libraries shall administer a program providing for grants to rural communities for constructing and equipping community libraries according to the provisions of AS 14.56.210 — 14.56.240. (§ 1 ch 42 SLA 1970)

Sec. 14.56.210. Application for grants. (a) A rural community desiring to receive the benefits of the grants provided for in AS 14.56.200 shall apply to the division of state libraries. If the rural community is within a borough with areawide library powers, the borough may apply on behalf of the community.

(b) To be eligible for a grant under AS 14.56.200 — 14.56.240, the applicant shall provide not less than 10 per cent of the total cost of the project for which the funds are granted. The remaining percentage shall be provided by the state. The matching share of the applicant may be in the form of money, land, services, or other items acceptable to the division of state libraries. Satisfactory assurance of the continuation of library services shall be included as part of the application. (§ 1 ch 42 SLA 1970)

Sec. 14.56.220. Ownership of facility. Title to a library constructed under AS 14.56.200 — 14.56.240 shall be in the applicant unless the applicant is an unincorporated city, in which case the state shall retain title until the time of any subsequent incorporation. (§ 1 ch 42 SLA 1970)

Sec. 14.56.230. Regulations. The division of state libraries shall adopt regulations necessary to carry out the purposes of AS 14.56.200 — 14.56.240. (§ 1 ch 42 SLA 1970)

Sec. 14.56.240. "Rural community" defined. In AS 14.56.200 — 14.56.230, "rural community"means any community except a first class city of over 2,000 population. (§ 1 ch 42 SLA 1970; am § 27 ch. 53 SLA 1973)

Secs. 14.56.250 — 14.56.290. [Renumbered as AS 14.56.182 — 14.56.190.]

ALASKA STATUTES

Article 6. Public Library Construction Grants.

Section
350. Public library construction grants

Sec. 14.56.350. Public library construction grants. (a) The director of the division of state libraries shall administer a program providing for grants to municipalities in the state for the construction and equipping of libraries. To be eligible for a grant under this section a municipality shall provide not less than 40 per cent of the total cost of the project for which funds are granted. The department shall administer the funds under this section and shall adopt regulations necessary to carry out the purposes of this section.

(b) *[Repealed, § 88 ch 74 SLA 1985.]* (§ 1 ch 100 SLA 1970; am § 88 ch 74 SLA 1985)

Revisor's notes. — Formerly AS 14.56.065. Renumbered in 1982.

Effect of amendments. — The 1985 amendment repealed subsection (b), which defined "municipality."

Article 3. Library Construction Grants

Section
200. Applicability; purpose of grants
210. Uses of library construction grant
220. Eligibility
230. Maximum amount of state grant
240. Local contribution
250. Application
260. Consideration of application
270. Standards for decision on grant application

Section
280. Priority for grant approval
290. Administrative review
300. Grant agreement
310. Withheld money
320. Project audit
330. Grant program administration

4 AAC 57.200. APPLICABILITY; PURPOSE OF GRANTS. 4 AAC 57.200 — 4 AAC 57.330 establish a public library construction grant program, and apply to grants to municipalities and to rural community libraries

(1) for constructing and equipping rural community libraries as authorized by AS 14.56.200 — 14.56.240; and

(2) for constructing and equipping municipal public libraries as authorized by AS 14.56.350. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.230
AS 14.56.350

4 AAC 57.210. USES OF LIBRARY CONSTRUCTION GRANT. An eligible applicant

(1) may use a public library construction grant

(A) to construct a new library facility;

(B) to renovate or expand an existing building as a library facility; or

(C) to equip or furnish a library facility;

(2) may not use a public library construction grant for costs of ordinary maintenance and operating expenses of a library. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.230
AS 14.56.350

4 AAC 57.220. ELIGIBILITY. Each of the following may apply for a public library construction grant:

(1) a city of any class or unified municipality;

(2) a borough, if the borough has acquired and exercises responsibility for the management and operation of public libraries; or

(3) a nonprofit corporation organized or functioning as the library board in an unincorporated community. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.230
AS 14.56.350

4 AAC 57.230. MAXIMUM AMOUNT OF STATE GRANT. (a) The state will, in its discretion, pay as a grant under the public library construction grant program an amount not to exceed

(1) 90 percent of the total cost of the project, if the facility is to be constructed by an applicant eligible to apply under 4 AAC 57.220 other than a city that is not a "rural community" under AS 14.56.240, or

(2) 60 percent of the total cost of the project, if the facility is to be constructed by a city that is not a "rural community" under AS 14.56.240.

(b) For purposes of this section,

(1) a city that is not a "rural community" under AS 14.56.240 includes first class cities, whether home rule or general law;

(2) the "total cost of the project" of a library facility that is combined with a school, municipal, or other community facility, includes only costs that are attributable, in the judgment of the director, to uses relating to operation of a public library within the proposed combined facility. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.230
AS 14.56.350

4 AAC 57.240. LOCAL CONTRIBUTION. An applicant must provide, as a local contribution, the portion of the total project cost not met by the state grant payable under 4 AAC 57.230. The local contribution may be in the form of

(1) money from unrestricted locally-generated revenue of the applicant;

(2) land; or

(3) services. (Eff. 2/11/89, Register 109)

Authority: AS 14.56.060
AS 14.56.230
AS 14.56.350

4 AAC 57.250. APPLICATION. (a) An applicant must apply for a public library construction grant on a form provided by the division. The application must state or include

(1) a detailed study outlining the library space needs of the community and library service area in which the project will be constructed, with projections for use of the facility for a period of not less than 20 years if the grant is to be used for the construction, renovation, or expansion of a library facility,

(2) a detailed description of the project, its associated costs, and the funding sources that will support construction of the project and its operation and maintenance after construction if the grant is to be used for the construction, renovation, or expansion of a library facility, and

(3) assurances that

(A) the applicant will provide the local contribution required by 4 AAC 57.240; and

(B) ownership of a facility to be constructed, renovated, or expanded with money received under the grant will conform to the requirements of AS 14.56.220 if applicable.

(b) In addition to the requirements of (a) of this section, if the application for a public library construction grant is for construction, renovation, or expansion of a combined facility in which the resources of the public library are to be located as part of a school, municipal, or other community facility, the applicant shall submit a copy of a valid agreement between the governing body of the public library and

(1) the governing body of the municipality, if the application is for a combined facility in a municipal building;

(2) the school board of the school district, if the application is for a combined facility in a school; or

(3) the board, committee, or other organization managing or operating the portion of a community facility not used for library purposes, if the application is for a combined facility for which neither a municipality nor a school district is responsible.

(c) The agreement provided under (b) of this section must clearly delineate the responsibilities of the public library and of the school district, municipality, or other organization, with provision made in the agreement for financial responsibility, maintenance, and care of the combined facility, personnel, use of equipment, and hours of service. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.230
AS 14.56.350

4 AAC 57.260. CONSIDERATION OF APPLICATION. Before making a final decision on a public library construction grant application, the division will

(1) consult with the applicant about the proposed project; and

(2) allow an applicant to submit an amended application. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.230

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4 AAC 57.270. STANDARDS FOR DECISION ON GRANT APPLICATION. (a) The director will make a decision on a public library construction grant application or amended application that requests a grant for construction, renovation, or expansion of a facility based on the following factors:

(1) compliance of the proposed project with minimum space requirements:

(A) for a project serving a community and library service area with an estimated population of fewer than 400, at least 800 square feet;

(B) for a project serving a community and library service area with an estimated population of 400 — 1000, at least 1,200 square feet; and

(C) for a project serving a community and library service area with an estimated population of more than 1,000, 2,000 square feet or 0.7 square feet per capita, whichever is greater;

(2) compliance of the proposed project with applicable state and federal codes and accessibility standards;

(3) conformance of the proposed project to the siting, design, space, and layout recommendations cited in *Planning the Small Public Library Building* by Anders Dahlgren (American Library Association, 1985) or, if, in the judgement of the director, that publication is clearly inappropriate, the standards set out in another publication specified by the director;

(4) suitability of the proposed project to meet the library needs of the community and library service area for at least 10 years;

(5) appropriateness of the amount requested in the public library construction grant application to the proposed project and the library requirements of the community or library service area served by the applicant; and

(6) ability of the applicant to operate and maintain the proposed project, including an appraisal of the applicant's past performance in operating a library, if applicable.

(b) In making a decision on a public library construction grant application or amended application that requests a grant to equip or furnish a facility, the director will, in his or her discretion, approve a grant only for library equipment and furniture that is of a quality acceptable to the director and that is of at least comparable quality to the following general product specifications:

(1) steel shelving or library stacks; and

(2) standard library furniture or furniture of similar quality offered by standard furniture suppliers. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.230
AS 14.56.350

4 AAC 57.280. PRIORITY FOR GRANT APPROVAL. During a fiscal year, if amounts requested in public library construction grant applications approved by the director under 4 AAC 57.270 exceed amounts appropriated for payment of public library construction grants, the director will award grants based on the following standards:

(1) the director will rank projects, giving priority to proposed projects that the director evaluates as having the highest beneficial impact on the provision of library services to the public; and

(2) among projects that are ranked relatively equally under (1) of this section, the director will give preference to an applicant that has not previously received a public library construction grant. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.230
AS 14.56.350

4 AAC 57.290. ADMINISTRATIVE REVIEW. An applicant for a public library construction grant who is dissatisfied with a decision by the director under 4 AAC 57.270 or 4 AAC 57.280 may obtain a review of that decision in the manner made available to school districts under 4 AAC 40.010 — 4 AAC 40.050. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.230
AS 14.56.350

4 AAC 57.300. GRANT AGREEMENT. If the director approves award of a public library construction grant, the division and the applicant shall prepare and sign a grant agreement. The agreement must

(1) set out a payment schedule for the amount of the grant to be paid by the division under 4 AAC 57.230, exclusive of the amount that the director withholds under 4 AAC 57.310;

(2) include a statement of the rights and responsibilities of the state and the applicant regarding the proposed project; and

(3) include assurances by the applicant that

(A) for a construction, renovation, or expansion project, the project, when constructed, will be operated as a public library facility for not less than 20 years or for the life of the building, whichever is less; and

(B) the equipment and furniture obtained by the applicant from the proceeds of a public library construction grant will be used only for the provision of library services in the operation of the public library for a period that is not less than the expected useful life of the equipment and furniture. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.230
AS 14.56.350

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4 AAC 57.310. WITHHELD MONEY. The director will not pay to the applicant more than 90 percent of the amount that the director has approved as a grant under 4 AAC 57.270 — 4 AAC 57.280 until the applicant files a project audit as required by 4 AAC 57.320 and the director accepts the audit. (Eff. 2/11/89, Register 109)

Authority: AS 14.56.230

4 AAC 57.320. PROJECT AUDIT. (a) When a project has been completed, the applicant shall file a project audit with the division. In the audit, the auditor shall

(1) report all receipts and expenditures for the project; and

(2) certify that all project expenditures by the applicant conform to law.

(b) If the applicant fails to provide an audit as required by (a) of this section, the director will, in his or her discretion,

(1) lapse the amount withheld for the project under 4 AAC 57.310; and

(2) require repayment of all or a portion of the public library construction grant that had been paid to the applicant for the project.

(c) Subject to appropriation, money lapsed or repaid under (b) of this section may be deposited into the grant account from which public library construction accounts are paid. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.230
AS 14.56.350

4 AAC 57.330. GRANT PROGRAM ADMINISTRATION. (a) The director will, in his or her discretion, require repayment of all or any portion of the amount of a public library construction grant paid to an applicant which the director determines has been used in a way that violates assurances given by the applicant under 4 AAC 57.300(3).

(b) Subject to appropriation, money repaid under (a) of this section may be deposited into the grant account from which public library construction grants are paid. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.230
AS 14.56.350

inclusion of works of art in the design and construction of the building or facility is specifically authorized by the department.

(e) The artist who executes these works of art shall be selected by the architect for the department with the approval of the department, after consultation with the Alaska State Council on the Arts and the principal user of the public buildings or facilities.

(f) The artist who executes these works of art in the public schools shall be selected by the superintendent of a school district in which a public school is to be built with the approval of the school board. Should the department find in the best interest of the state that the selection of the artist who executes these works of art by the superintendent may result in a cost overrun to the state or delay of construction, the department shall make the selection of the artist in consultation with the superintendent.

(g) The architect, superintendent, department, and the Alaska State Council on the Arts shall encourage the use of state cultural resources in these art works and the selection of Alaska resident artists for the commission of these art works. (§ 1 ch 54 SLA 1975; am §§ 1, 2 ch 96 SLA 1977; am §§ 1 — 4 ch 176 SLA 1980)

Cross references. — For the responsibilities of the Alaska State Council on the Arts in the management of the Art in Public Places Fund, see AS 44.27.060.

Sec. 35.27.030. Definitions. In this chapter

(1) "building" or "facility" means a permanent improvement constructed by the department; the term

(A) includes, but is not limited to,

(i) schools, office buildings, and court buildings;

(ii) other buildings which the commissioner determines are designed for substantial public use;

(iii) boats and vessels of the marine highway system;

(iv) transportation facilities which accommodate traveling passengers;

(B) excludes other transportation facilities;

(2) "commissioner" means the commissioner of transportation and public facilities;

(3) "construction cost" is that cost expended for the actual construction of the facility, exclusive of the costs of land acquisition, site investigation, design services, administrative costs, equipment purchases and any other costs not specifically incurred within the construction contract or contracts awarded for the construction of the facility. (§ 1 ch 54 SLA 1975; am §§ 3, 4 ch 96 SLA 1977; am E.O. No. 39, § 11 (1977); am §§ 5, 6 ch 176 SLA 1980; am § 57 ch 14 SLA 1987)

Chapter 25. General Provisions.

[Renumbered as AS 35.95.]

Chapter 27. Art Works in Public Buildings and Facilities.

Section
10. Purpose
20. Art requirements for public buildings and facilities

Section
30. Definitions

Cross references. — For nonapplicability of this chapter to memorials to Alaska veterans, see AS 44.35.030.

Sec. 35.27.010. Purpose. The state recognizes its responsibility to foster culture and the arts and the necessity for the viable development of its artists and craftsmen. The legislature declares it to be a state policy that a portion of appropriations for capital expenditures be set aside for the acquisition of works of art to be used for state buildings and other public facilities. (§ 1 ch 54 SLA 1975)

Legislative history reports. — For House State Affairs Committee report on ch. 54, SLA 1975 (CSHB 133(Fin)), see 1975 House Journal, p. 567; for House Finance Committee report on that bill, see 1975 House Journal, pp. 713-714; for Senate Finance Committee letter of intent on that bill, see 1975 Senate Journal, p. 939.

Sec. 35.27.020. Art requirements for public buildings and facilities. (a) A building or facility constructed after June 30, 1975, or remodeled or renovated after June 30, 1975, shall include works of art, including but not limited to sculptures, paintings, murals or objects relating to Native art.

(b) The department, before preparing plans and specifications for buildings and facilities, shall consult with the Alaska State Council on the Arts regarding the desirability of inclusion of works of art.

(c) At least one percent or, in the case of a rural school facility, at least one-half of one percent of the construction cost of a building or facility approved for construction by the legislature after September 1, 1977, will be reserved for the following purposes: the design, construction, mounting and administration of works of art in a school, office building, court building, vessel of the marine highway system, or other building or facility which is subject to substantial public use.

(d) A building or facility with an estimated construction cost of less than $250,000 is exempt from the requirements of this chapter unless

Revisor's notes. — Under § 2, ch. 11, SLA 1989 and AS 01.05.031 "Alaska State Housing Authority" was substituted for "Alaska State Building Authority" in 1989.

Chapter 10. Public Works.

Article
1. Public Works Planning and Construction (§ 35.10.015)
4. Public Facility Procurement Policy (§ 35.10.195)
5. Utilities and Encroachments in Public Facilities (§§ 35.10.210, 35.10.230, 35.10.270)

Article 1. Public Works Planning and Construction.

Section
15. Accessibility of public buildings and facilities

Sec. 35.10.015. Accessibility of public buildings and facilities. (a) The department shall prepare, adopt, and enforce regulations governing the construction of public buildings and facilities by or for the state, including the University of Alaska, and its political subdivisions, whether financed in whole or in part by federal funds, to ensure that public buildings and facilities are accessible to, and usable by, the physically handicapped, aged, or infirm. The regulations of the department must conform to a standard comparable to applicable provisions of federal law, regulations, and standards.

(b) The department shall develop and maintain an inventory of all public buildings and facilities with respect to their compliance with the regulations adopted under (a) of this section. The department shall make an annual report to the governor and the legislature describing work performed in the preceding calendar year to upgrade public buildings and facilities to conform with the regulations. In addition, the department shall develop cost estimates and recommended priorities for the upgrading of public buildings and facilities that do not conform with the regulations adopted under (a) of this section and shall include these estimates and the recommended priorities in the annual report to the governor and the legislature.

(c) In this section, "public facilities" includes vessels owned by the state and operated by the division of marine transportation of the department as a part of the Alaska marine highway system. All ferries owned or operated by the state shall be equipped with elevators or other passenger lifting equipment, ramps, or other facilities and devices to ensure that these vessels are accessible to and usable by physically handicapped, aged or infirm passengers. In this subsection, "accessible to and usable by" means that a physically handicapped, aged or infirm passenger can board, disembark and move between decks and about the public areas aboard a state ferry with personal comfort and safety, and with safety to, other passengers and members of the crew.

(d) After June 25, 1976, a ferry may not be constructed, lengthened, completely renovated, or purchased for use or entered into service by the division of marine transportation of the department as a part of the Alaska marine highway system that does not include adequate facilities and devices to ensure that the vessel is accessible to and usable by physically handicapped, aged or infirm passengers. Some staterooms and all restrooms, indoor passageways, outdoor weather decks, and other public areas aboard the vessel shall be so designed and constructed as to permit access and use by physically handicapped, aged or infirm passengers, including but not limited to those persons occupying a wheelchair.

(e) After June 25, 1976, no public building or facility in the state may be planned, designed, financed, constructed, opened to public use, or otherwise placed in operation unless it meets the standards established under this section. If the standards for a public building or facility are not provided for in federal law, regulation, or standards, the department shall determine the extent of, and adopt regulations setting the standards for, access to and use of the public building or facility by the physically handicapped, aged, or infirm.

(f) The department may establish by regulation, and collect reasonable fees for services provided in the course of determining compliance with regulations adopted under this section. (§ 1 ch 119 SLA 1966; am § 1 ch 48 SLA 1972; am §§ 1 — 4 ch 249 SLA 1976; am §§ 1, 2 ch 23 SLA 1987; am § 48 ch 36 SLA 1990)

Effect of amendments. — The 1990 amendment, effective May 12, 1990, added subsection (f).

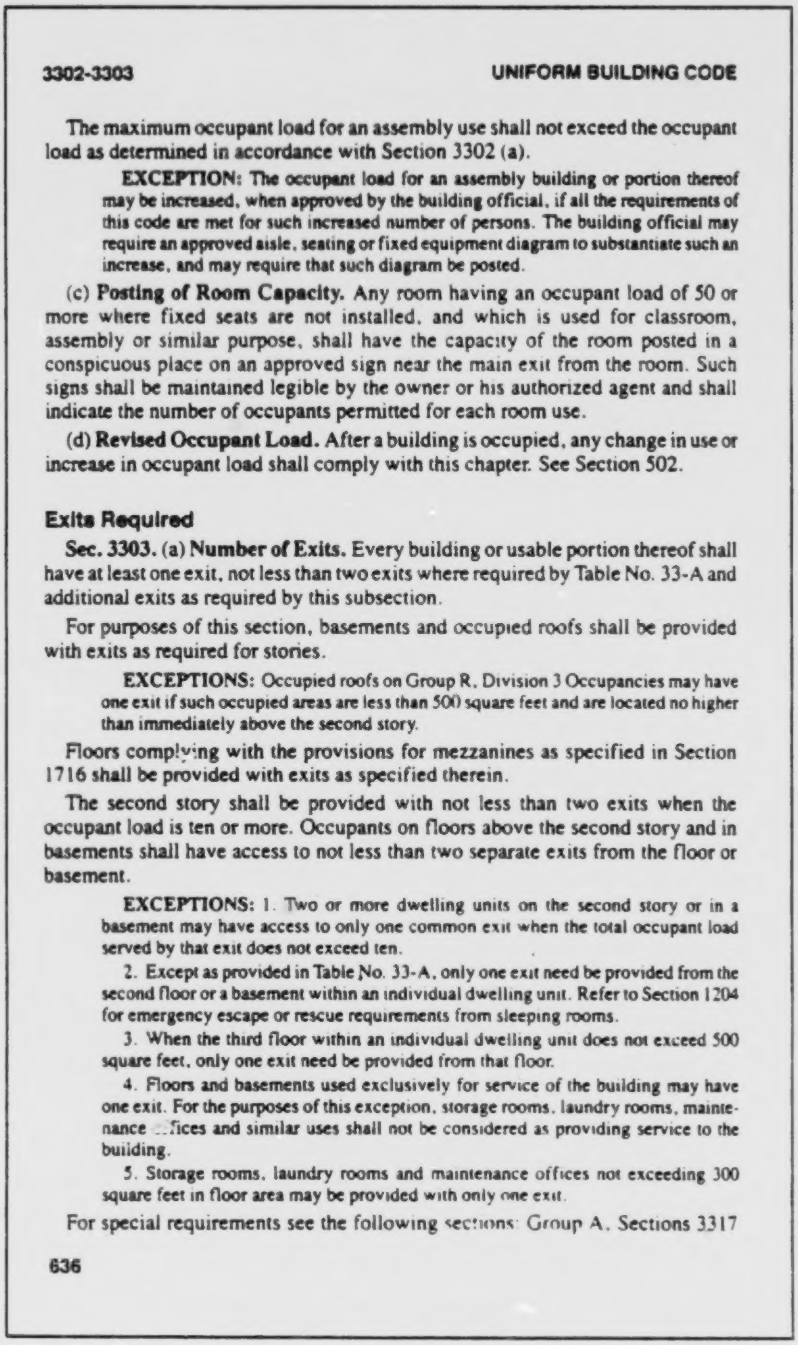
Article 4. Public Facility Procurement Policy.

Section
195. Conformance with AS 36.30

Sec. 35.10.195. Conformance with AS 36.30. The contractual techniques for the procurement of labor, materials, and contractual services under the policies developed under this chapter must conform to the requirements of AS 36.30 (State Procurement Code). (§ 33 ch 106 SLA 1986)

Editor's notes. — This section is set out above to correct a typographical error in the main pamphlet.

Uniform Building Code



The maximum occupant load for an assembly use shall not exceed the occupant load as determined in accordance with Section 3302 (a).

> **EXCEPTION:** The occupant load for an assembly building or portion thereof may be increased, when approved by the building official, if all the requirements of this code are met for such increased number of persons. The building official may require an approved aisle, seating or fixed equipment diagram to substantiate such an increase, and may require that such diagram be posted.

(c) **Posting of Room Capacity.** Any room having an occupant load of 50 or more where fixed seats are not installed, and which is used for classroom, assembly or similar purpose, shall have the capacity of the room posted in a conspicuous place on an approved sign near the main exit from the room. Such signs shall be maintained legible by the owner or his authorized agent and shall indicate the number of occupants permitted for each room use.

(d) **Revised Occupant Load.** After a building is occupied, any change in use or increase in occupant load shall comply with this chapter. See Section 502.

Exits Required

Sec. 3303. (a) **Number of Exits.** Every building or usable portion thereof shall have at least one exit, not less than two exits where required by Table No. 33-A and additional exits as required by this subsection.

For purposes of this section, basements and occupied roofs shall be provided with exits as required for stories.

> **EXCEPTIONS:** Occupied roofs on Group R, Division 3 Occupancies may have one exit if such occupied areas are less than 500 square feet and are located no higher than immediately above the second story.

Floors complying with the provisions for mezzanines as specified in Section 1716 shall be provided with exits as specified therein.

The second story shall be provided with not less than two exits when the occupant load is ten or more. Occupants on floors above the second story and in basements shall have access to not less than two separate exits from the floor or basement.

> **EXCEPTIONS:** 1. Two or more dwelling units on the second story or in a basement may have access to only one common exit when the total occupant load served by that exit does not exceed ten.
>
> 2. Except as provided in Table No. 33-A, only one exit need be provided from the second floor or a basement within an individual dwelling unit. Refer to Section 1204 for emergency escape or rescue requirements from sleeping rooms.
>
> 3. When the third floor within an individual dwelling unit does not exceed 500 square feet, only one exit need be provided from that floor.
>
> 4. Floors and basements used exclusively for service of the building may have one exit. For the purposes of this exception, storage rooms, laundry rooms, maintenance offices and similar uses shall not be considered as providing service to the building.
>
> 5. Storage rooms, laundry rooms and maintenance offices not exceeding 300 square feet in floor area may be provided with only one exit.

For special requirements see the following sections: Group A, Sections 3317

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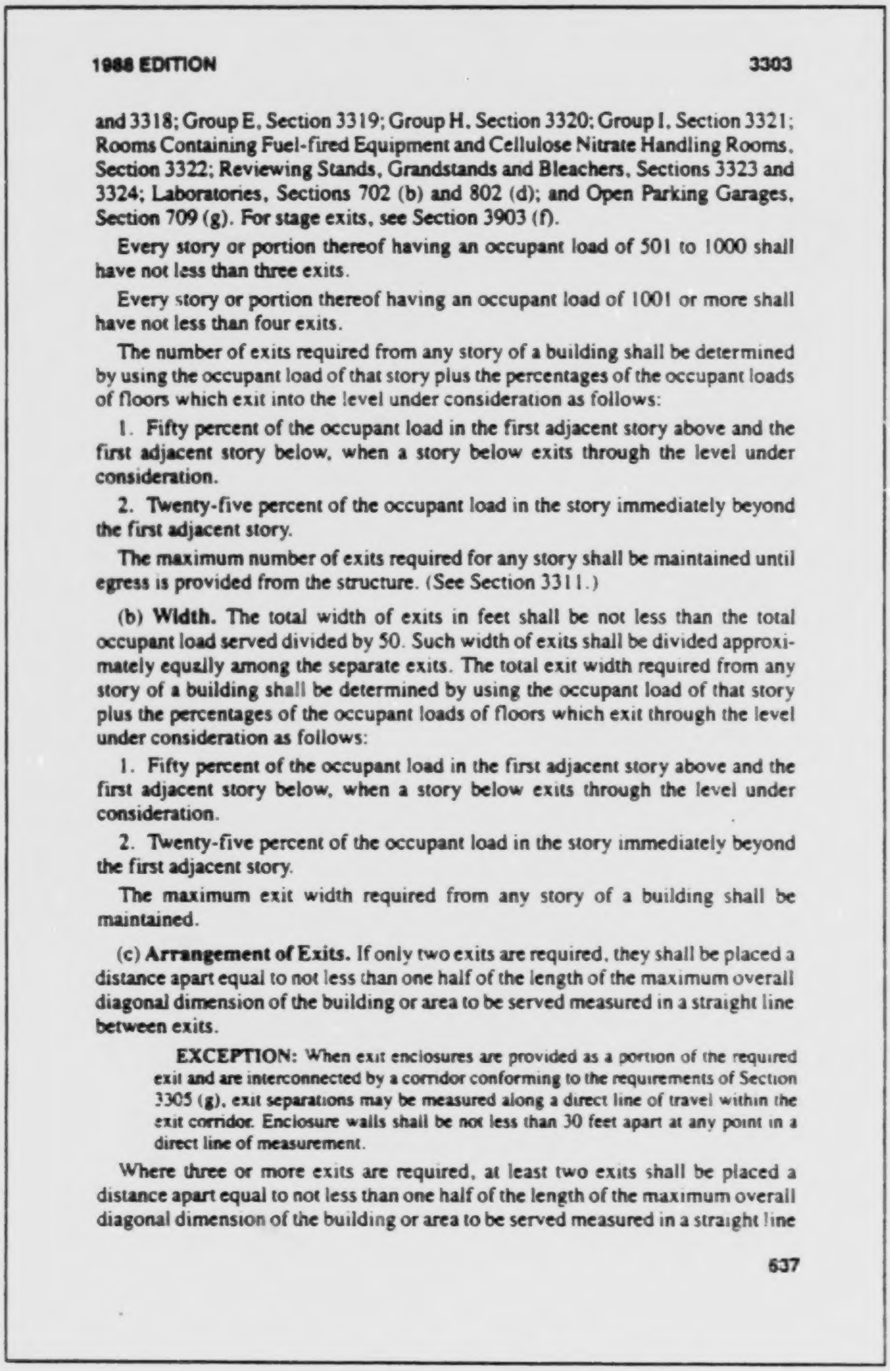
Uniform Building Code



and 3318; Group E, Section 3319; Group H, Section 3320; Group I, Section 3321; Rooms Containing Fuel-fired Equipment and Cellulose Nitrate Handling Rooms, Section 3322; Reviewing Stands, Grandstands and Bleachers, Sections 3323 and 3324; Laboratories, Sections 702 (b) and 802 (d); and Open Parking Garages, Section 709 (g). For stage exits, see Section 3903 (f).

Every story or portion thereof having an occupant load of 501 to 1000 shall have not less than three exits.

Every story or portion thereof having an occupant load of 1001 or more shall have not less than four exits.

The number of exits required from any story of a building shall be determined by using the occupant load of that story plus the percentages of the occupant loads of floors which exit into the level under consideration as follows:

1. Fifty percent of the occupant load in the first adjacent story above and the first adjacent story below, when a story below exits through the level under consideration.

2. Twenty-five percent of the occupant load in the story immediately beyond the first adjacent story.

The maximum number of exits required for any story shall be maintained until egress is provided from the structure. (See Section 3311.)

(b) **Width.** The total width of exits in feet shall be not less than the total occupant load served divided by 50. Such width of exits shall be divided approximately equally among the separate exits. The total exit width required from any story of a building shall be determined by using the occupant load of that story plus the percentages of the occupant loads of floors which exit through the level under consideration as follows:

1. Fifty percent of the occupant load in the first adjacent story above and the first adjacent story below, when a story below exits through the level under consideration.

2. Twenty-five percent of the occupant load in the story immediately beyond the first adjacent story.

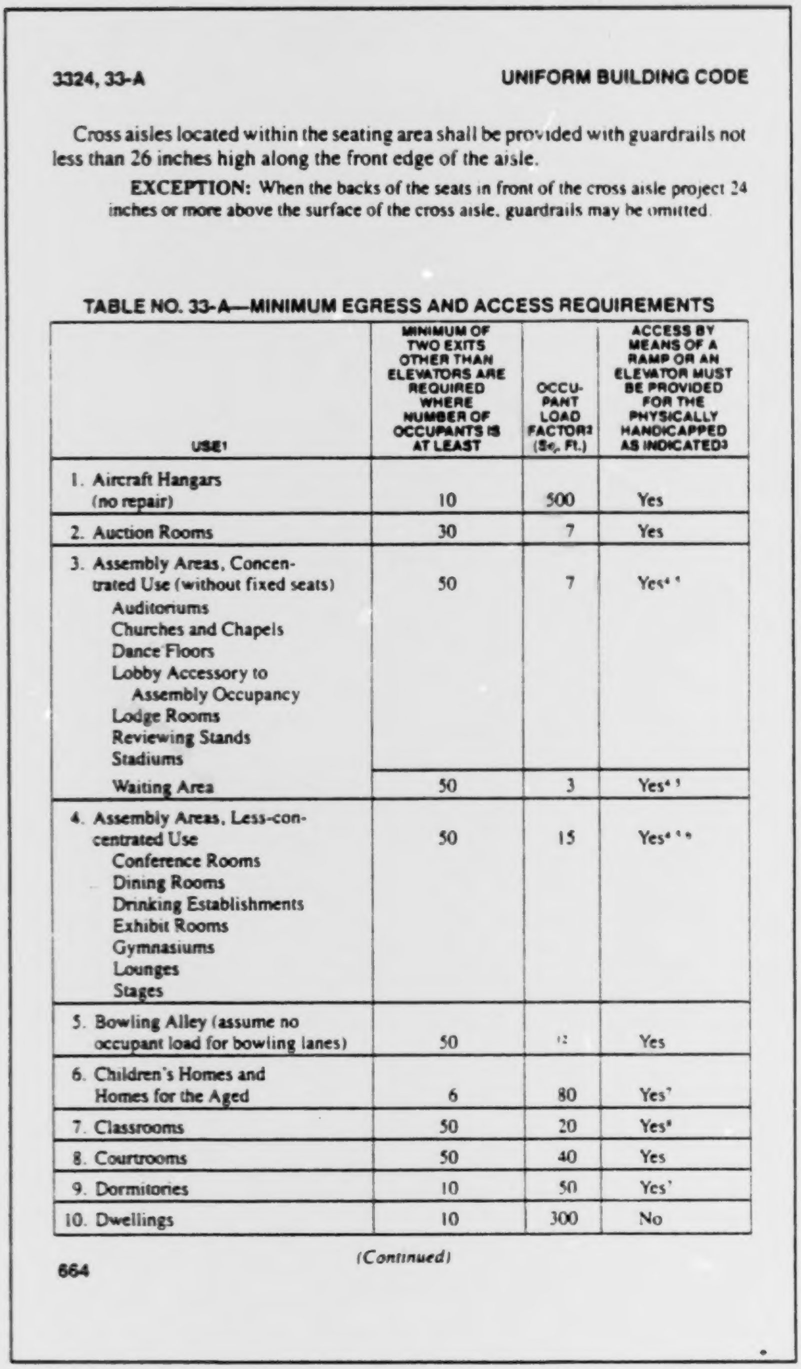
The maximum exit width required from any story of a building shall be maintained.

(c) **Arrangement of Exits.** If only two exits are required, they shall be placed a distance apart equal to not less than one half of the length of the maximum overall diagonal dimension of the building or area to be served measured in a straight line between exits.

> **EXCEPTION:** When exit enclosures are provided as a portion of the required exit and are interconnected by a corridor conforming to the requirements of Section 3305 (g), exit separations may be measured along a direct line of travel within the exit corridor. Enclosure walls shall be not less than 30 feet apart at any point in a direct line of measurement.

Where three or more exits are required, at least two exits shall be placed a distance apart equal to not less than one half of the length of the maximum overall diagonal dimension of the building or area to be served measured in a straight line

Uniform Building Code



Cross aisles located within the seating area shall be provided with guardrails not less than 26 inches high along the front edge of the aisle.

EXCEPTION: When the backs of the seats in front of the cross aisle project 24 inches or more above the surface of the cross aisle, guardrails may be omitted.

TABLE NO. 33-A—MINIMUM EGRESS AND ACCESS REQUIREMENTS

USE[1]	MINIMUM OF TWO EXITS OTHER THAN ELEVATORS ARE REQUIRED WHERE NUMBER OF OCCUPANTS IS AT LEAST	OCCUPANT LOAD FACTOR[2] (Sq. Ft.)	ACCESS BY MEANS OF A RAMP OR AN ELEVATOR MUST BE PROVIDED FOR THE PHYSICALLY HANDICAPPED AS INDICATED[3]
1. Aircraft Hangars (no repair)	10	500	Yes
2. Auction Rooms	30	7	Yes
3. Assembly Areas, Concentrated Use (without fixed seats) Auditoriums Churches and Chapels Dance Floors Lobby Accessory to Assembly Occupancy Lodge Rooms Reviewing Stands Stadiums	50	7	Yes[4,5]
Waiting Area	50	3	Yes[4,5]
4. Assembly Areas, Less-concentrated Use Conference Rooms Dining Rooms Drinking Establishments Exhibit Rooms Gymnasiums Lounges Stages	50	15	Yes[4,5,6]
5. Bowling Alley (assume no occupant load for bowling lanes)	50	12	Yes
6. Children's Homes and Homes for the Aged	6	80	Yes[7]
7. Classrooms	50	20	Yes[8]
8. Courtrooms	50	40	Yes
9. Dormitories	10	50	Yes[7]
10. Dwellings	10	300	No

(Continued)

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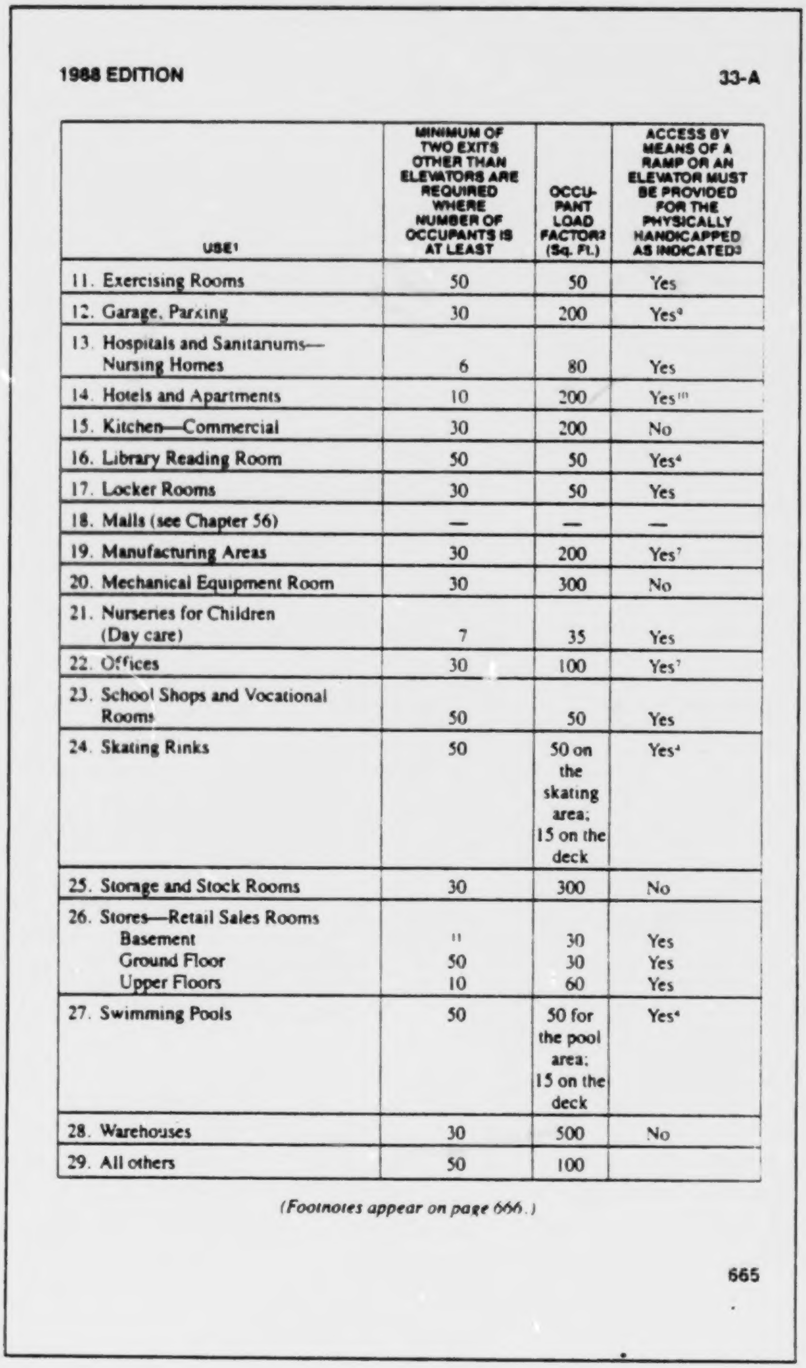

1988 EDITION **33-A**

USE[1]	MINIMUM OF TWO EXITS OTHER THAN ELEVATORS ARE REQUIRED WHERE NUMBER OF OCCUPANTS IS AT LEAST	OCCUPANT LOAD FACTOR[2] (Sq. Ft.)	ACCESS BY MEANS OF A RAMP OR AN ELEVATOR MUST BE PROVIDED FOR THE PHYSICALLY HANDICAPPED AS INDICATED[3]
11. Exercising Rooms	50	50	Yes
12. Garage, Parking	30	200	Yes[9]
13. Hospitals and Sanitariums—Nursing Homes	6	80	Yes
14. Hotels and Apartments	10	200	Yes[10]
15. Kitchen—Commercial	30	200	No
16. Library Reading Room	50	50	Yes[4]
17. Locker Rooms	30	50	Yes
18. Malls (see Chapter 56)	—	—	—
19. Manufacturing Areas	30	200	Yes[7]
20. Mechanical Equipment Room	30	300	No
21. Nurseries for Children (Day care)	7	35	Yes
22. Offices	30	100	Yes[7]
23. School Shops and Vocational Rooms	50	50	Yes
24. Skating Rinks	50	50 on the skating area; 15 on the deck	Yes[4]
25. Storage and Stock Rooms	30	300	No
26. Stores—Retail Sales Rooms			
Basement	[11]	30	Yes
Ground Floor	50	30	Yes
Upper Floors	10	60	Yes
27. Swimming Pools	50	50 for the pool area; 15 on the deck	Yes[4]
28. Warehouses	30	500	No
29. All others	50	100	

(Footnotes appear on page 666.)

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Appendix
to
Chapter III

Administering The Library

Alaska Statutes:
- State Library 1
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Chapter 56. State Library and Historical Library and State Library Programs.

Article

1. State Library and Historical Library (§§ 14.56.010 — 14.56.080)
2. State Library Distribution and Data Access Center (§§ 14.56.090 — 14.56.180)
3. Alaska Blue Book (§§ 14.56.182 — 14.56.190)
4. Rural Community Libraries (§§ 14.56.200 — 14.56.240)
5. Library Assistance Grants (§§ 14.56.300 — 14.56.340)
6. Public Library Construction Grants (§ 14.56.350)

Article 1. State Library and Historical Library.

Section

10. Department of Education to govern library
20. Powers of Department of Education
30. State library duties
35. [Repealed]
80. Historical library duties

Collateral references. — 81A C.J.S. States, § 147.

Unauthorized photocopying by library as infringement of copyright. 21 ALR Fed. 212.

Sec. 14.56.010. Department of Education to govern library. The Department of Education shall manage and have complete charge of all of the property contained in the institutions known as the state library and state historical library. The state library and state historical library shall be maintained in the state capital. (§ 57 ch 98 SLA 1966; am § 1 ch 192 SLA 1968)

Sec. 14.56.020. Powers of Department of Education. The department shall

(1) stimulate and encourage citizens' participation in the development and improvement of library facilities; and

(2) establish policies, plans, and procedures of the department, and adopt reasonable regulations and orders, with penalties, as may be required. (§ 57 ch 98 SLA 1966)

Sec. 14.56.030. State library duties. The department shall undertake state library functions that will benefit the state and its citizens, including:

(1) coordinating library services of the state with other educational services and agencies to increase effectiveness and eliminate duplication;

(2) providing reference library service to state and other public officials;

(3) providing library services and administering state and other grants-in-aid to public libraries to supplement and improve their ser-

vices, the grants to be paid from funds appropriated for that purpose, or from other funds available for that purpose;

(4) providing library service directly to areas in which there is not sufficient population or local revenue to support independent library units;

(5) distributing financial aid to public libraries for extension of library service to surrounding areas and to improve inadequate local library service under regulations adopted by the department;

(6) offering consultant service on library matters to state and municipal libraries, community libraries, school libraries, and libraries in unincorporated communities;

(7) serving as a depository for state and federal publications concerning Alaska;

(8) applying for, receiving, and spending, in accordance with AS 37.07 (the Executive Budget Act), federal, state, or private funds available for library purposes;

(9) recording and distributing the election pamphlet provided for by AS 15.58 to libraries throughout the state for use by blind voters;

(10) establishing and charging fees for reproduction, printing, and handling costs, for mailing and distributing state publications and research data, and for other services authorized by this chapter;

(11) operating and maintaining the Alaska State Archives under AS 40.21. (§ 57 ch 98 SLA 1966; am § 1 ch 10 SLA 1975; am § 25 ch 138 SLA 1986; am E.O. No. 70 § 2 (1988); am § 16 ch 36 SLA 1990)

Sec. 14.56.080. Historical library duties. The department shall

(1) collect, catalog, and preserve an Alaska collection consisting of books, laws, pamphlets, periodicals, manuscripts, microreproductions, audiovisual materials, etc.;

(2) serve as a depository for state and federal historical publications concerning Alaska;

(3) acquire, catalog, and maintain private papers and manuscripts relative to Alaska which are adjudged worthy of preservation for reference and research purposes;

(4) perform other functions necessary to the operation of a historical library. (§ 57 ch 98 SLA 1966; am § 2 ch 191 SLA 1970)

Article 2. State Library Distribution and Data Access Center.

Section
90. State library distribution and data access center established
100. Duties of center
110. Regulations
120. Deposit of publications and research data
123. Liaison with center
125. Summaries and indices

Section
130. Other documents required of state agencies
135. Efficiency and computerization
150. Depository library contracts
160. Depository library designations
170. Distribution of state publications and research data
180. Definitions

Cross references. — For findings and purpose of the 1979 amendatory Act, see § 1, ch. 27, SLA 1979, in the Temporary and Special Acts and Resolves.

Sec. 14.56.090. State library distribution and data access center established. There is established in the state library the state library distribution and data access center. (§ 1 ch 2 SLA 1970; am § 2 ch 27 SLA 1979)

Sec. 14.56.100. Duties of center. The center shall, in cooperation with federal, municipal, and private data collection and research efforts, promote the establishment of an orderly depository library and data index distribution and access system. (§ 1 ch 2 SLA 1970; am § 3 ch 27 SLA 1979)

Sec. 14.56.110. Regulations. The Department of Education shall adopt regulations necessary to carry out the provisions of AS 14.56.090 — 14.56.180. (§ 1 ch 2 SLA 1970)

Sec. 14.56.120. Deposit of publications and research data. (a) Each state agency shall deposit, upon release, at least four copies of each of its state publications in the center. Additional copies of each publication may be requested by the center for deposit in quantities necessary to meet the needs of the depository library system and to provide inter-library service to those libraries not having depository status.

(b) Each state agency shall notify the center of the creation of all data published or compiled by or for it at public expense, including automated data bases, and provide for its accessibility through the center unless the data is protected by the constitutional right to privacy or is of a type stated by law to be confidential or the agency is otherwise prohibited by law from doing so.

(c) The center is also a depository for publications of municipalities and regional educational attendance areas, including surveys and studies produced by a municipality or regional educational attendance area or produced for it on contract. Four copies of each publication produced for a municipality or regional educational attendance area may be deposited with the center for record and distribution purposes.

(d) Each municipality or regional educational attendance area may notify the center of the creation of all data published or compiled by or for it at public expense and provide for its accessibility through the center, unless the data is protected by the constitutional right to privacy or is of a type stated by law to be confidential or the municipality or regional educational attendance area is otherwise prohibited by law from doing so.

(e) When a research project or study is conducted for a person by a state agency, a municipality, or a regional educational attendance area, even though no state funding is involved, the state agency, municipality or regional educational attendance area shall request that person for permission to make copies of its final report available to the center under AS 14.56.090 — 14.56.180. If permission is granted, the report shall be deposited with the center. (§ 1 ch 2 SLA 1970; am § 4 ch 27 SLA 1979; am § 9 ch 200 SLA 1990)

Effect of amendments. — The 1990 amendment, in subsection (b), inserted "including automated databases" and made a minor stylistic change.

Sec. 14.56.123. Liaison with center. Each state agency shall and each municipality and regional educational attendance area may designate one of its employees to be responsible for depositing the materials and information specified in AS 14.56.120. (§ 5 ch 27 SLA 1979)

Sec. 14.56.125. Summaries and indices. (a) Upon notification of the creation of data under AS 14.56.120, a state agency shall and a municipality or regional educational attendance area may prepare an abstract or summary of it.

(b) The center shall prepare and keep current an index of all publications and data abstracts or summaries on file and shall publish and distribute that index regularly to contracting depository libraries and to other Alaska libraries upon request. (§ 5 ch 27 SLA 1979)

Sec. 14.56.130. Other documents required of state agencies. Upon the request of the center, a state agency shall furnish the center with a complete list of its current state publications, data published or compiled by or for it at public expense, and a copy of its mailing or exchange lists. However, data which is protected by the constitutional right to privacy or is of a type stated by law to be confidential or which the agency is otherwise prohibited by law from distributing may not be furnished to the center. (§ 1 ch 2 SLA 1970; am § 6 ch 27 SLA 1979)

Sec. 14.56.135. Efficiency and computerization. The center shall, to the extent practicable, avoid duplication, coordinate its activities with other state agencies charged with record-keeping functions, and employ computerization to compile or organize research data and other materials. (§ 7 ch 27 SLA 1979)

Sec. 14.56.140. List of publications. [Repealed, § 11 ch 27 SLA 1979.]

Sec. 14.56.150. Depository library contracts. The center may enter into depository contracts with municipal, regional educational attendance area, university or community college libraries, public library associations, state library agencies, the Library of Congress, and other state and federal library systems. The requirements for eligibility to contract as a depository library shall be established by the Department of Education upon the recommendation of the state librarian and shall include and take into consideration the type of library, its ability to preserve publications or data and to make them available for public use, and the geographical location of the library for ease of access to residents in all areas of the state. (§ 1 ch 2 SLA 1970; am § 8 ch 27 SLA 1979)

Sec. 14.56.160. Depository library designations. Libraries may be designated as either "complete depository" or "selective depository." A complete depository library shall be sent one copy of every state publication. A selective depository library shall be sent one copy of every publication from the specific state agencies it designates. (§ 1 ch 2 SLA 1970)

Sec. 14.56.170. Distribution of state publications and research data. The center may not engage in general public distribution of either (1) state publications or lists of publications or (2) the index of publications and research data. However, unless expressly prohibited by law, the center shall make available to any person, upon request and under procedures established by it, publications, summaries, research data, indices, and other materials in its possession. Reasonable fees for reproduction or printing costs and for mailing and distribution of materials may be charged by the center. (§ 1 ch 2 SLA 1970; am § 9 ch 27 SLA 1979)

Sec. 14.56.180. Definitions. In AS 14.56.090 — 14.56.180, unless the context otherwise requires,

(1) "center" means the state library distribution and data access center;

(2) "research data" or "data" means a representation of facts, concepts or instructions in a formalized manner suitable for communica-

tion, interpretation, or processing by humans or by automatic means which was prepared to serve as a basis for reasoning, calculation, discussion or decision and which is determined appropriate for indexing by the state librarian;

(3) "state agency" includes state departments, divisions, agencies, boards, associations, commissions, corporations and offices, and the University of Alaska and its affiliated research institutes;

(4) "state publication" includes any official document, compilation, journal, bill, law, resolution, bluebook, statute, code, register, pamphlet, list, book, report, study, hearing transcript, leaflet, order, regulation, directory, periodical or magazine issued or contracted for by a state agency determined by the state librarian to be appropriate for retention in the center. (§ 1 ch 2 SLA 1970; am § 10 ch 27 SLA 1979; am § 88 ch 74 SLA 1985)

Revisor's notes. — Reorganized in 1987 to alphabetize the defined terms.

Effect of amendments. — The 1985 amendment repealed former paragraph (3), which defined "municipal" and "municipality."

Article 3. Alaska Blue Book.

Section
182. Alaska Blue Book
183. Furnishing information
184. Distribution
185. Regulations
190. Definitions

Sec. 14.56.182. Alaska Blue Book. The division of state libraries shall compile and issue biennially, beginning in 1973, an official directory of all state officers, state departments, agencies, institutions, boards and commissions and municipal officials, to be known as the Alaska Blue Book, and include in the book information regarding the functions of these officers and agencies that are considered most valuable to the people of the state, together with other data and information that is usually included in similar publications of other states. The book shall also include official reports of state agencies in the form prescribed by the division and a synopsis of all studies undertaken by each of the agencies listed. (§ 1 ch 135 SLA 1972)

Revisor's notes. — Formerly AS 14.56.250. Renumbered in 1982.

Sec. 14.56.183. Furnishing information. In order to carry out the purposes of AS 14.56.182 — 14.56.190, a state or municipal official shall furnish information for inclusion in the Alaska Blue Book concerning the state or municipal agency, including a concise report of activities, when requested to do so by the division. (§ 1 ch 135 SLA 1972)

Revisor's notes. — Formerly AS 14.56.260. Renumbered in 1982.

Sec. 14.56.184. Distribution. (a) The division may distribute a limited number of copies of the Alaska Blue Book free of charge to libraries, schools, members of the legislature and to state and municipal officials in the state.

(b) The division shall determine a reasonable price, and charge that price for each copy of the Alaska Blue Book distributed, except for those distributed free of charge. The money collected shall be deposited in the general fund. (§ 1 ch 135 SLA 1972)

Revisor's notes. — Formerly AS 14.56.270. Renumbered in 1982.

Sec. 14.56.185. Regulations. The division shall adopt regulations necessary to carry out the purposes of AS 14.56.182 — 14.56.190. (§ 1 ch 135 SLA 1972)

Revisor's notes. — Formerly AS 14.56.280. Renumbered in 1982.

Sec. 14.56.190. Definitions. In AS 14.56.182 — 14.56.190

(1) "division" means the division of state libraries;

(2) "municipal" includes cities and organized boroughs of every class;

(3) "state agency" includes state departments, divisions, agencies, boards, associations, corporations, authorities, commissions, universities, institutions and offices. (§ 1 ch 135 SLA 1972)

Revisor's notes. — Formerly AS 14.56.290. Renumbered in 1982.

Article 5. Library Assistance Grants.

Section
300. Library assistance grant fund
310. Eligibility
320. Applications

Section
330. Limitations
340. Regulations

Sec. 14.56.300. Library assistance grant fund. There is established in the department a library assistance grant fund. From legislative appropriations to the fund, the department shall make grants to eligible libraries for public library operations or for interlibrary cooperation or for both. (§ 1 ch 36 SLA 1981)

Sec. 14.56.310. Eligibility. (a) Libraries eligible for grants under AS 14.56.300 are:

(1) public libraries operated by municipalities or by public library nonprofit corporations; and

(2) libraries sharing resources or providing services to other libraries.

(b) A library described in (a) (1) of this section is eligible for a public library assistance grant. A library described in either (a) (1) or (2) of this section is eligible for an interlibrary cooperation assistance grant. (§ 1 ch 36 SLA 1981)

Sec. 14.56.320. Applications. An eligible library may apply to the department for a grant under AS 14.56.300 — 14.56.340 in accordance with regulations adopted by the board. (§ 1 ch 36 SLA 1981)

Sec. 14.56.330. Limitations. (a) A public library assistance grant under AS 14.56.300 — 14.56.340 may not exceed $10,000 for each local public library service outlet in any one fiscal year. However, no amount over $5,000 may be granted unless it is equally matched by local money.

(b) State money granted to a library under AS 14.56.300 — 14.56.340 may not be used to supplant local money equal to local expenditures for that library in fiscal year 1980, as adjusted annually by the commissioner to conform approximately to changes in the United States Department of Labor Bureau of Labor Statistics consumer price index for Anchorage, Alaska. A library that uses state money to supplant local money forfeits eligibility for grants under AS 14.56.300 — 14.56.340 for two years. (§ 1 ch 36 SLA 1981)

Sec. 14.56.340. Regulations. The board shall adopt regulations necessary to carry out the purposes of AS 14.56.300 — 14.56.330. (§ 1 ch 36 SLA 1981)

Editor's notes. — Section 3, ch. 36, SLA 1981, provides that regulations adopted under prior similar provisions repealed by that Act (AS 14.56.040 — 14.56.060) remain in effect until amended or repealed by the board.

Editor's notes. — The Rehabilitation Services Manual referred to in 4 AAC 54.990(8) is available from the Department of Education, Vocational Rehabilitation Division, P.O. Box F, Juneau, AK. 99811.

CHAPTER 57. LIBRARY SERVICES

Article
1. Planning and Reports (4 AAC 57.020)
2. Library Assistance Grants (4 AAC 57.050 — 4 AAC 57.076, 4 AAC 57.084 — 4 AAC 57.095)
3. Library Construction Grants (4 AAC 57.200 — 4 AAC 57.330)
4. General Provisions (4 AAC 57.910, 4 AAC 57.920, 4 AAC 57.990)

Article 1. Planning and Reports

Section
10. Alaska state plan
20. Annual report of library operations

4 AAC 57.010. ALASKA STATE PLAN. The Long Range Program for Library Development in Alaska, published in November, 1981, and Library Services for All Alaskans, published in 1969, are adopted by reference as the state plan for participation under the U.S. Library Services and Construction Act (Public Law 84-597, as amended). (In effect before 7/28/59; am 4/17/67, Register 24; am 10/4/73, Register 47; am 5/10/78, Register 66; am 3/27/82, Register 81)

Authority: AS 14.07.060
AS 14.56.020
AS 14.56.340

Editor's notes. — The Alaska State Plan may be obtained by writing the Commissioner, Department of Education, P.O. Box F, Juneau, Alaska 99811.

4 AAC 57.020. ANNUAL REPORT OF LIBRARY OPERATIONS. Each library in the state that receives money from the state for the support of the library shall annually provide the division of state libraries with information about library operations which the division requests, including information relating to the library's service area and population served, facilities, assets and liabilities, use of the library's resources, personnel, salaries, budget, statement of income and expenditures, collection and acquisition of library materials, hours of service, and interlibrary cooperation and resource-sharing agreements. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.020
AS 14.56.030

Article 2. Library Assistance Grants

Section
50. Applicability: Purpose of grants
60. Eligibility for grants
63. Public library assistance grants
65. Interlibrary cooperation assistance grants
67. Additional eligibility requirements for combined facilities
70. Application

Section
74. Decision on application
76. Amendment of application
84. Administrative review
86. (Repealed)
87. Use of grant proceeds
89. Local match
91. Financial report for grant
96. Program administration

4 AAC 57.050. APPLICABILITY: PURPOSE OF GRANTS. (a) 4 AAC 57.050 — 4 AAC 57.100 apply to library assistance grants authorized by AS 14.56.300 — 14.56.340.

(b) The division may make grants to libraries from the library assistance grant fund established by AS 14.56.300

(1) for public library assistance grants authorized by AS 14.56.310(a)(1), whether or not subject to the local match required by AS 14.56.330(a), to assist eligible public libraries in the state with library operation; and

(2) for interlibrary cooperation assistance grants, authorized by AS 14.56.310(a)(2), to assist libraries to share resources, to provide services to other libraries, and to engage in other interlibrary cooperation activities.

(c) A library may enter into an agreement with another library to share acquisitions, library materials, services, staff, and equipment acquired with grant money. (Eff. 5/25/79, Register 70; am 3/27/82, Register 81; am 2/11/89, Register 109)

Authority:		
	AS 14.07.060	AS 14.56.310
	AS 14.56.300	AS 14.56.340

4 AAC 57.060. ELIGIBILITY FOR GRANTS. A library in the state is eligible for a public library assistance grant or an interlibrary cooperation assistance grant in accordance with AS 14.56.310, AS 14.56.330, and 4 AAC 57.063 — 4 AAC 57.067. (Eff. 5/25/79, Register 70; am 3/27/82, Register 81; am 2/11/89, Register 109)

Authority:		
	AS 14.07.060	AS 14.56.030
	AS 14.56.020	AS 14.56.340

4 AAC 57.063. PUBLIC LIBRARY ASSISTANCE GRANTS. (a) Money payable to a public library as a public library assistance grant may be used by the public library only for expenses related to the operation of the public library. The division must approve the proposed expenditure of the money payable under the grant.

(b) If the proposed expenditure of the money payable under a public library assistance grant involves the expenses of utilities and communications for a public library in a shared or combined facility, the money payable under the grant may only be used for the proportion of the costs of the shared or combined facility attributable to use as a public library.

(c) The division may pay a public library assistance grant to a public library if

(1) each service outlet of the public library is open at least 10 hours each week for at least 48 weeks of the relevant fiscal year; if the public library service outlet is a combined school/community library, the hours during which the library is open to the public must be in addition to regular school library hours;

(2) at least one service outlet of the public library is open

(A) at least two days each week; and

(B) during some evening or weekend hours;

(3) library staff are on duty during hours that the public library service outlet is open;

(4) library services are free to all persons in the library's service area. (Eff. 2/11/89, Register 109)

Authority:	AS 14.07.060	AS 14.56.300
	AS 14.56.020	AS 14.56.310
	AS 14.56.030	AS 14.56.340

4 AAC 57.065. INTERLIBRARY COOPERATION ASSISTANCE GRANTS. The division may make an interlibrary cooperation assistance grant

(1) as an "institutional grant" to a library that agrees with the state library to act for the state library to provide services to residents of state institutions;

(2) as a "regional resource library grant" to a library that agrees with the state library to act for the state library to furnish library materials to areas of the state in which there is not sufficient population to support operation of a public library facility;

(3) as an "area center grant" to a library that agrees with the state library to act for the state library to provide consultant services and technical support to other public libraries under AS 14.56.030(6); and

(4) to a library to promote or support other sharing of resources or cooperative services with another library. (Eff. 2/11/89, Register 109)

Authority:	AS 14.07.060	AS 14.56.300
	AS 14.56.020	AS 14.56.340
	AS 14.56.030	

4 AAC 57.067. ADDITIONAL ELIGIBILITY REQUIREMENTS FOR COMBINED FACILITIES. (a) The division may not pay a public library assistance grant to a combined facility that serves as a combined school/community library unless the school board of the school district and the governing body of the public library have entered into an agreement that clearly delineates the responsibilities of the school district and of the public library, with provision made for financial responsibility, maintenance, and care of the physical facilities, personnel, use of equipment, and hours of service.

(b) As a condition of eligibility for a grant, a combined school/community library must

(1) be readily accessible to library patrons other than students enrolled in the school, by

(A) placement of the library in a separate facility;

(B) placement of the library in a school room that has a direct entrance to the outside that is accessible by the library's patrons; or

(C) placement of the library in a school room that can be easily located from all school entrances to which the library patrons have access; and

(2) provide space for library material for patrons of all ages and allocate its space to accommodate library materials for children, young adults, and adults, in appropriate proportions.

(c) In addition to the requirements of 4 AAC 57.063, to obtain a public library assistance grant, a combined school/community library must provide the division

(1) a copy of the contract or agreement between the school board of the school district and the governing body of the library to fulfill the requirements of (a) of this section; and

(2) evidence or assurances that the division requests to show that the requirements of (b) of this section are being met.

(d) The division may recommend changes in the agreement entered into under (a) of this section. (Eff. 2/11/89, Register 109)

Authority:	AS 14.07.060	AS 14.56.300
	AS 14.56.020	AS 14.56.310
	AS 14.56.030	AS 14.56.340

4 AAC 57.070. APPLICATION. (a) An application for a library assistance grant may be filed with the director of the division of state libraries at P.O. Box G, Juneau, Alaska 99811. Application must be made on a form provided by the division.

(b) An application for a fiscal year beginning after June 30, 1989, must be submitted by April 1 of the preceding fiscal year.

(c) If appropriated money is available after a final decision is made on all applications filed during the application period set out in (b) of this section, the director may accept and consider additional applications for grants which were filed after the application period set in (b) of this section. (Eff. 5/25/79, Register 70; am 3/27/82, Register 81; am 2/11/89, Register 109)

Authority:	AS 14.07.060	AS 14.56.300
	AS 14.56.020	AS 14.56.310
	AS 14.56.030	AS 14.56.340

4 AAC 57.074. DECISION ON APPLICATION. (a) By August 1 of each fiscal year, the director of the division of state libraries shall make a decision on each completed grant application that was submitted by the application deadline set by 4 AAC 57.070(b).

(b) A public library assistance grant will be in the amount for which application is made, not to exceed the amount set out in AS 14.56.330. An interlibrary cooperation assistance grant will be in an amount that the director determines will promote interlibrary cooperation.

(c) If money has not been appropriated in an amount sufficient to provide full payment of all grant applications received by the application deadline which the director approves, the director shall allocate the money appropriated and make payments among approved grant applications as follows:

(1) the director shall first pay the full amount, or, if money is insufficient to pay the full amount, make a prorated payment, of

(A) public library assistance grants that are not subject to the local money matching requirement of AS 14.56.330(a); and

(B) interlibrary cooperation assistance grants for

(i) institutional grants under 4 AAC 57.065(1);

(ii) regional resource library grants under 4 AAC 57.065(2); and

(iii) area center grants under 4 AAC 57.065(3);

(2) from the balance remaining after payment of all grants under (1) of this section, the director shall then pay, on a pro rata basis if necessary

(A) public library assistance grants that are subject to the local money matching requirement of AS 14.56.330(a); and

(B) interlibrary cooperation assistance grants under 4 AAC 57.065(4).

(d) The decision of the director under (a) of this section must be in writing and, if an applicant is determined to be eligible for a grant, must state the amount of the grant.

(e) The director shall deliver to an applicant whose grant application has been approved, a grant agreement restating the general requirements of the program under which the grant is approved. The director shall transmit payment of the grant to the applicant only after the grant agreement has been signed and returned to the division. (Eff. 3/27/82, Register 81; am 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.020
AS 14.56.030
AS 14.56.300
AS 14.56.310
AS 14.56.340

4 AAC 57.076. AMENDMENT OF APPLICATION. An application may be amended after a decision has been made under 4 AAC 57.074 if the director finds that the amendment is in the best interests of the state. (Eff. 3/27/82, Register 81; am 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.020
AS 14.56.030
AS 14.56.300
AS 14.56.310
AS 14.56.340

4 AAC 57.084. ADMINISTRATIVE REVIEW. An applicant who is dissatisfied with a decision by the director under 4 AAC 57.074 may obtain review of that decision in the manner made available to school districts under 4 AAC 40.010 — 4 AAC 40.050. (Eff. 3/27/82, Register 81; am 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.020
AS 14.56.030
AS 14.56.300
AS 14.56.310
AS 14.56.340

4 AAC 57.086. ANNUAL REPORT. Repealed 2/11/89.

4 AAC 57.087. USE OF GRANT PROCEEDS. (a) A library assistance grant approved by the division must be used for the purposes set out in the application filed under 4 AAC 57.070 as approved by the director or, if amended, as amended under 4 AAC 57.076. The grant money must be spent in a manner consistent with the provisions of the grant agreement.

(b) The proceeds of a library assistance grant

(1) must be accounted for separately from other money received by the library from government and private sources;

(2) must be spent or encumbered by the library by the end of the grant period.

(c) If, during the fiscal year in which a public library assistance grant is received, the public library receiving the grant has not spent or encumbered, for library materials, at least $5,000 of money obtained from local sources, the public library must spend not less than 20 percent of the proceeds of the public library assistance grant provided by the division for library materials.

(d) A library that receives an interlibrary cooperative assistance grant under 4 AAC 57.065(1)-(3) may apply a portion of the grant to meet indirect or administrative costs of the operation of the library, but the portion of the grant applied may not exceed the rate set for similar charges by the municipality or eight percent of the grant, whichever is less.

(e) A library that receives (1) a public library assistance grant; or (2) an interlibrary cooperative assistance grant under 4 AAC 57.065(4) that is of primary benefit to the library receiving the grant, may not use the proceeds of the grant to meet indirect or administrative costs of the operation of the library. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060
AS 14.56.020
AS 14.56.030
AS 14.56.300
AS 14.56.340

4 AAC 57.089. LOCAL MATCH. A public library that receives a public library assistance grant

(1) shall spend or encumber the full amount of the locally-generated match money that it has committed to meet the local match support requirements of the grant by the end of the fiscal year for which the grant is made;

(2) may not spend or encumber an amount that is less than the full amount of the locally-generated match money that it has committed to meet the local match support requirements of the grant even if, under 4 AAC 57.074(c), the director prorates the amount provided as the state matching grant. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060 AS 14.56.300
AS 14.56.020 AS 14.56.330
AS 14.56.030 AS 14.56.340

4 AAC 57.091. FINANCIAL REPORT FOR GRANT. A library that receives a library assistance grant shall file with the division a financial report for the use of the grant. The report must be made on a form provided by the division, and must be filed on or before September 1 following the close of the fiscal year for which the grant was received. (Eff. 2/11/89, Register 109)

Authority: AS 14.07.060 AS 14.56.300
AS 14.56.020 AS 14.56.340
AS 14.56.030

4 AAC 57.095. PROGRAM ADMINISTRATION. (a) The director may require repayment from a library of

(1) the portion of money paid as a public library assistance grant which is subject to the local money matching requirement of AS 14.56.330(a) in proportion to the amount of the local money match that the library does not spend or encumber by the end of the fiscal year for which the grant was received,

(2) the portion of money paid as a grant which the library does not spend or encumber by the end of the fiscal year for which the grant was received, and

(3) the amount of a grant

(A) if the proceeds of the grant have been used for purposes other than those allowed by the grant application and grant agreement; or

(B) if the library fails to file the annual report of library operations required by 4 AAC 57.020 or the financial report for the grant required by 4 AAC 57.091.

(b) Subject to appropriation, the director shall deposit amounts recovered under (a) of this section into the library assistance grant account.

(c) To enforce repayment of an amount that the director determines is due from a library under (a) of this section, the director may withhold payment in the second succeeding and subsequent fiscal years of

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all or any portion of a grant based on an approved application from the library.

(d) The director may not pay a grant to a library that has failed to file the annual report of library operations required by 4 AAC 57.020 or the financial report for a grant required by 4 AAC 57.091 until the report has been filed. (Eff. 2/11/89, Register 109)

Authority:	AS 14.07.060	AS 14.56.300
	AS 14.56.020	AS 14.56.330
	AS 14.56.030	AS 14.56.340

Article 10. General Provisions.

Section
850. Application of this chapter
900. Product preferences
Section
990. Definitions

Sec. 36.30.850. Application of this chapter. (a) This chapter applies only to contracts solicited or entered into after January 1, 1988, unless the parties agree to its application to a contract solicited or entered into before that date.

(b) This chapter applies to every expenditure of state money by the state, acting through an agency, under a contract, except that this chapter does not apply to

(1) grants;

(2) contracts for professional witnesses to provide for professional services or testimony relating to existing or probable lawsuits in which the state is or may become a party;

(3) contracts of the University of Alaska where the work is to be performed substantially by students enrolled in the university;

(4) contracts for medical doctors and dentists;

(5) acquisitions or disposals of real property or interest in real property, except as provided in AS 36.30.080;

(6) disposals under AS 38.05;

(7) contracts for the preparation of ballots under AS 15.15.030;

(8) acquisitions or disposals of property and other contracts relating to airports under AS 02.15.070, 02.15.090, 02.15.091, and AS 44.88;

(9) disposals of obsolete property under AS 19.05.060;

(10) disposals of obsolete material or equipment under AS 35.20.060;

(11) agreements with providers of services under AS 44.47.250; AS 47.07; AS 47.08; AS 47.10; AS 47.17; AS 47.24; AS 47.25.195, and 47.25.310;

(12) contracts of the Department of Fish and Game for flights that involve specialized flying and piloting skills and are not point-to-point;

(13) purchases of income-producing assets for the state treasury or a public corporation of the state;

(14) operation of the state boarding school established under AS 14.16, if the State Board of Education or the commissioner of education adopts regulations for use by the state boarding school in procurement and contracting;

(15) a contract that is a delegation, in whole or in part, of investment powers held by the commissioner of revenue under AS 14.25.180, AS 14.40.400, AS 14.42.200, 14.42.210, AS 18.56.095, AS 22.25.048, AS 26.05.228, AS 37.10.070, 37.10.071, AS 37.14, or AS 39.35.080;

(16) a contract that is a delegation, in whole or in part, of investment powers of the Board of Trustees of the Alaska Permanent Fund Corporation under AS 37.13;

(17) the purchase of books, book binding services, newspapers, periodicals, audio-visual materials, network information services access, approval plans, professional memberships, archival materials, objects of art, and items for museum or archival acquisition having cultural, historical, or archaeologial significance; in this paragraph

(A) "approval plans" means book selection services in which current book titles meeting an agency's customized specifications are provided to the agency subject to the right of the agency to return those books that do not meet with the agency's approval;

(B) "archival materials" means the noncurrent records of an agency that are preserved after appraisal because of their value;

(C) "audio-visual materials" means nonbook prerecorded materials, including records, tapes, slides, transparencies, films, filmstrips, cassettes, videos, compact discs, laser discs, and items that require the use of equipment to render them usable;

(D) "network information services" means a group of resources from which cataloging information, holdings records, inter-library loans, acquisitions information, and other reference resources can be obtained;

(18) contracts for the purchase of standardized examinations for licensure under AS 08;

(19) contracts for home health care and adult residential and foster care services provided under regulations adopted by the Department of Health and Social Services;

(20) contracts for supplies or services for research projects funded by money received from the federal government or private grants;

(21) guest speakers or performers for an educational or cultural activity; or

(22) contracts of the Alaska Industrial Development and Export Authority for a clean coal technology demonstration project that

(A) is attempting to develop a coal-fired electric generation project;

(B) uses technology that is capable of commercialization during the 1990's; and

(C) qualifies for federal financial participation under P.L. 99-190 as amended.

(c) Except for AS 36.30.700 — 36.30.790, this chapter does not apply to contracts between two or more agencies, the state and its political subdivisions, or the state and other governments.

(d) Nothing in this chapter or in regulations adopted under this chapter prevents an agency or political subdivision from complying with the terms and conditions of a grant, gift, bequest, cooperative agreement or federal assistance agreement.

(e) AS 36.30.170 applies to all insurance contracts involving state money. In this subsection, "state money" includes state grants and reimbursement to municipalities, school districts, and other entities. (§ 2 ch 106 SLA 1986; am §§ 21, 22 ch 65 SLA 1987; am § 1 ch 38 SLA 1988; am § 5 ch 73 SLA 1988; am § 18 ch 141 SLA 1988; am §§ 17, 18 ch 102 SLA 1989; am §§ 1, 2 ch 123 SLA 1990)

Revisor's notes. — Paragraphs (b)(15) — (17) were enacted as (b)(14), (15), and (14), respectively. Renumbered in 1988.

Effect of amendments. — The first 1988 amendment inserted subsection (b)(17).

The second 1988 amendment inserted subsection (b)(14).

PUBLIC LIBRARY ASSISTANCE GRANT
APPLICATION, FY 1992

DUE: April 1, 1991

1. Library Name: Reading Public Library

2. Address: P.O. Box 45, Reading, AK 99999

3. Contact Person: Ima Book 4. Phone No: 999-4321

5. Warrant Mailing Address: Reading Public Library, P.O. Box 45, Reading, AK 99999

6. HOURS OPEN

Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total Hrs Per Week	Weeks Open Per Year
to	to	to	2 to 5	4 to 8	2 to 5	10 to 2	14	50

7. Number of outlets, **including branches**. Attach a sheet with the open hours of all eligible outlets. One

8. Budget Summary:

	Local Funds for Match	Grant Funds Requested	Total Project Budget
a. Personnel			
1. Salaries and Wages	2,000	2,500	4,500
2. Benefits	500	500	1,000
b. Collection (Lib. Materials)			
1. Books		1,500	1,500
2. Subscriptions		500	500
3. Audiovisual		300	300
4. Other Materials			
c. Other Expenditures			
1. Building Operations	500	1,200	1,700
2. Furniture & Equipment		500	500
3. Travel		500	500
4. Supplies		500	500
5. Services			
6. All Other Unreported Exp.			
d. Total	3,000	8,000	11,000

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Public Library Assistance Grant
Page Two of Two

9. Statement of Needs and Project Goals:

The library is not used by very many people because of the lack of materials and programs. The library will try to make itself an important part of the community by providing needed services to the public.

10. What objectives do you plan to accomplish?

Special objectives for this year are to increase the use of the library by providing:

1) An increased selection of materials
2) New programs to meet the specific needs of adults and preschoolers.

11. What activities will you undertake to achieve your objectives? How will you evaluate your project when it is completed? Please be specific.

Activities to be undertaken this year will be to:

1) Buy and make available books, magazines, etc. that meet the recreational needs of students;

2) Purchase a video recorder to provide instructional programs for adults;

3) Enroll in a workshop on children's services and then develop a story hour program for preschoolers.

NOTE: APPLICATION MUST HAVE BOTH SIGNATURES

Proposed by:	For the Municipality or Library Board
Ima Book Print or Type Name	J. C. Smythe Print or Type Name
Ima Book Signature (Librarian)	J. C. Smythe Signature
Director — Title | 3/17/91 — Date	City Administrator — Title | 3/18/91 — Date

Rev. 11/90

Library Services and Construction Act

The federal government has several grant programs relevant to the library community. The most important one for public library services and cooperative library projects is the Library Services and Construction Act (LSCA) program. It provides assistance through a series of Titles. There are six funded Titles in this program: the first three are administered by the State Library; the last three by the U.S. Department of Education.

Congress passed the Library Services Act in 1956 in order to promote the development of public library service in rural areas. Over the years the Act has had a series of amendments and the name change to the Library Services and Construction Act. Every five years the entire LSCA program must be reauthorized by Congress.

Title I— Public Library Services

This title has 18 priorities or allowable uses of the $350,000 received by the state each year. In recent years the State Library has expended these funds primarily on two of these priorities: providing public library service to areas without public libraries and strengthening public library service in areas with deficient services. The first priority is addressed through the Books-by-Mail programs provided by the three Regional Public Libraries in Anchorage, Fairbanks, and Juneau. The second priority is addressed through annual workshops for rural public librarians in the Southeast, the Yukon-Kuskokwim delta,and the Seward Peninsula areas.

Anchorage Municipal Library is the only city in Alaska with a population of more than 100,000 and, therefore, defined as a Major Urban Resource Library and eligible to receive a portion of Title I money. The money it receives is proportionate to its percentage of the total state population. This grant does not go into effect until Title I is funded nationally at more than $60 million.

Title II— Public Library Construction and Technology Enhancement

Until recently, Title II funds (about $130,000 a year) could be used only for public library construction, expansion, or renovation. A technology enhancement priority, which allows the expenditure of funds for automation hardware, was added by Congress in 1990. Since building needs in Alaska are so pressing, the Governor's Advisory Council had placed Alaska's priority for use of the funds on construction, expansion, and renovation. There are also extensive federal regulations governing this Title, including the requirement that no more than 39% of the total project cost may be Title II funds. The rest must come from state, local, or private funds. Technology was given a priority by the Advisory Council in the revision of the "Long Range Program" for 1993-1997. Communities interested in applying for these funds should contact the State Library for information and application forms.

Title III— Interlibrary Cooperation and Resource Sharing

This Title allows the approximately $75,000 a year allotment to be used for interlibrary cooperation and resource sharing projects among different types of libraries. For a number of years the state has used these funds to produce the statewide catalog, the *Alaska Library Network Catalog,* and to pay for the interlibrary loan costs incurred by all of Alaska's libraries when they borrow from out-of-state libraries. This latter activity is known as the Alaska Project.

Title IV— Library Services for Indian Tribes

This federally administered Title provides grants to any Alaskan Native village, or regional or village corporation, as defined in or established pursuant to the Alaska Native Claims Settlement Act, which is recognized by the Secretary of the Interior as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

Funds may be used for providing public library programs, services, and materials; training; special collections of tribal cultural materials; and construction. There are two types of grants: Basic and Special Project. Basic Grants have an upper limit of about $5,500 and any qualified applicant will receive the grant if it submits a properly completed application (due about October 1 each year).

Northway's grant served as an example in a booklet about Title IV. "Northway Village, Alaska, serving 350 people, will use about 25 percent of its basic grant to provide the librarian's salary for 10 hours per week for 3 months. About 60 percent of the grant will purchase educational videos and books about the Athapascan Indian and other Native American groups, as well as titles in popular reading topics. The remainder of the grant will be used to provide a 4-week summer reading program for children, and to record cultural events and Athapascan history through dance and storytelling."[1]

Special Project Grants are competitive and do not have a specific limit on the amount requested. These grants are often used for construction projects or major program development. Only those who have applied for and received a Basic Grant are eligible to apply for a Special Project Grant (usually due in April). All eligible IRA Councils and village corporations should automatically receive both application forms each year.

Some Special Project Grants have been funded in Alaska. The Central Council of Tlingit and Haida received one grant of $63,344 and another for $100,762. Metlakatla Indian Community received $25,210 for renovation of a building and for special library programs. Nenana Native Village received two grants totalling about $75,000 for automation and to hire a Native library aide. Pilot Point received $26,760 to hire a part-time librarian, purchase materials, and to build a handicapped access ramp. Akiachak Native Village has received $165,000 to build three combined school/community libraries on the school grounds of three villages.

Title V— Foreign Language Materials Acquisition

This is a federally administered, competitive grant program available to public and state libraries. Grants may be used to acquire foreign language materials and generally may not exceed $35,000. Applications for 1992 were due in March, but this may be moved to an earlier date in future years.

Title VI— Library Literacy Programs

This federally administered, competitive grant program is available to public and state libraries. Public libraries may use funds to promote the use of volunteer services in providing literacy programs, to acquire materials for literacy programs, or to use library facilities for providing literacy programs. Grants may not exceed $35,000, and applications are due in early November.

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[1] Fine, Beth and Dianne Villines, comp. *Library Services for Indian Tribes and Hawaiian Natives Program; Library Services and Construction Act, Title IV.* (U.S. Department of Education, Washington) 1989.

Unlawful Employment Practices

AS 18.80.220 *Alaska Statutes*

Sec. 18.80.220. Unlawful employment practices. (a) It is unlawful for

(1) an employer to refuse employment to a person, or to bar a person from employment, or to discriminate against a person in compensation or in a term, condition, or privilege of employment because of the person's race, religion, color or national origin, or because of the person's age, physical or mental disability, sex, marital status, changes in marital status, pregnancy or parenthood when the reasonable demands of the position do not require distinction on the basis of age, physical or mental disability, sex, marital status, changes in marital status, pregnancy or parenthood;

(2) a labor organization, because of a person's sex, marital status, changes in marital status, pregnancy, parenthood, age, race, religion, physical or mental disability, color or national origin, to exclude or to expel a person from its membership, or to discriminate in any way against one of its members or an employer or an employee;

(3) an employer or employment agency to print or circulate or cause to be printed or circulated a statement, advertisement, or publication, or to use a form of application for employment or to make an inquiry in connection with prospective employment, which expresses, directly or indirectly, a limitation, specification, or discrimination as to sex, physical or mental disability, marital status, changes in marital status, pregnancy, parenthood, age, race, creed, color, or national origin, or an intent to make the limitation, unless based upon a bona fide occupational qualification;

(4) an employer, labor organization, or employment agency to discharge, expel, or otherwise discriminate against a person because the

Unlawful Employment Practices

person has opposed any practices forbidden under AS 18.80.200 — 18.80.280 or because the person has filed a complaint, testified, or assisted in a proceeding under this chapter;

(5) an employer to discriminate in the payment of wages as between the sexes, or to employ a female in an occupation in this state at a salary or wage rate less than that paid to a male employee for work of comparable character or work in the same operation, business or type of work in the same locality; or

(6) a person to print, publish, broadcast, or otherwise circulate a statement, inquiry, or advertisement in connection with prospective employment that expresses directly, a limitation, specification, or discrimination as to sex, physical or mental disability, marital status, changes in marital status, pregnancy, parenthood, age, race, religion, color, or national origin, unless based upon a bona fide occupational qualification.

(b) The state, employers, labor organizations, and employment agencies shall maintain records on age, sex, and race that are required to administer the civil rights laws and regulations. These records are confidential and available only to federal and state personnel legally charged with administering civil rights laws and regulations. However, statistical information compiled from records on age, sex, and race shall be made available to the general public. (§ 6 ch 117 SLA 1965; am § 4 ch 119 SLA 1969; am § 1 ch 237 SLA 1970; am §§ 5, 6 ch 42 SLA 1972; am § 1 ch 119 SLA 1974; am § 9 ch 104 SLA 1975; am § 9 ch 69 SLA 1987)

Professional Services Contract—(contract resulting from a Request for Proposal)

1. PARTIES. The parties to this contract are the FAIRBANKS NORTH STAR BOROUGH ("Borough"), and the person or company who signs this agreement as contractor ("Contractor").

2. DUTIES. The Contractor shall perform the duties specified in Borough solicitation # 91065. The Contractor understands that the Borough makes no representation that it will look exclusively to the Contractor for the type of goods or services requested. The Contractor will perform its duties under this agreement as an independent contractor.

3. QUALITY OF WORK. The Contractor will perform its duties pursuant to (a) the specifications in the request for proposal and (b) in the Contractor's representations in its proposal. If there are no specifications, the Contractor will perform its duties in a workmanlike manner, or within the standards of the Contractor's trade, as applicable.

4. CONTRACT PRICE. The Borough will pay the Contractor $586/month. The Borough will pay on the following terms: Monthly invoices are to be issued after the completion of services for the final day in each calendar month. Approval will be required by the proper Facility Manager(s) prior to payment being issued. If there are no terms listed, then the Borough will pay the full contract price at the completion of performance. If the Borough wants goods or services "as requested," then the Contractor understands that the Borough might or might not spend the full amount of the contract price.

5. CONTRACT TERMS. The Contractor's duties begin on the date when both parties have signed this agreement. This agreement will end by its own terms, or the Contractor will complete performance no later than June 30, 1992.

6. CONTRACT RENEWAL OPTION. The Borough reserves the option to renew upon mutual agreement for two additional one year periods.

7. FACILITIES, LICENSES, AND TAXES.

   A. The Contractor will provide the physical facilities, equipment, office supplies, and services necessary to carry out its duties under this agreement.

   B. The Contractor will obtain all necessary permits and other authorizations which are required by law to deliver its goods or to perform its services. During the contract term, the Contractor will remain in good standing under all such permits, and will comply with all other applicable statutes, regulations, and ordinances.

8. OWNERSHIP OF DOCUMENTS. The Borough owns all specifications, proposals, notes, logs, photographs, and all other documents which the Contractor

Professional Services Contract, cont.

develops in the performance of this agreement. The Borough may use these documents without additional compensation to the Contractor. For one year after the Borough's final payment to the Contractor under this agreement, the Contractor will, at the request of the Borough, provide the Borough with any materials related to or developed in the performance of this agreement. The Borough will pay the Contractor for reasonable search and copying charges related to such requests.

9. INSURANCE.

A. During the contract term, the Contractor will obtain and maintain in force the insurance coverage specified in this section.

1. Performance Bond in the amount of 100% of the total bid for a period of 12 months or $5,000 cash.

2. Comprehensive general liability insurance in the amount of $1,000,000 for each occurrence of bodily injury and property damage.

2. Workers' Compensation/Employer's Liability Coverage at a level to comply with statutory limits established by the State of Alaska.

4. Comprehensive automobile liability insurance, including coverage for non-owned and hired vehicles, in the following limits: Not less than $250,000 each accident for bodily injury to one person, $500,000 for each accident for bodily injury to two more persons, and $50,000 each accident for property damage.

B. The insurer will send the Borough thirty (30) days written notice before it cancels, refuses to renew, or materially alters coverage required by this agreement; the Contractor will assure that the insurance policy includes a provision requiring this prior to notice.

C. During the contract term, the Contractor shall add and maintain the Borough as an additional insured in the Contractor's comprehensive general liability policy. This policy will provide primary coverage for the Borough, and it will provide that the policy treats each additional insured as though the insurer had issued separate policies.

D. Before providing any services under this contract, the Contractor will provide the Borough with a certificate of insurance showing the coverage specified in this section in a form acceptable by the Borough.

E. At any time during the contract term, the Borough may require higher limits of insurance than those specified in this section. If the Borough requires such additional insurance, and the insurer increases its premium as a result of this increase, then the

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Professional Services Contract, cont.

amount of the increase will be added to the contract price and will be payable under the terms of paragraph 4.

10. INDEMNIFICATION. The Contractor shall defend and indemnify the Borough, its officers, agents, and employees, against any claim for injury to person, damage to property, or economic loss, including costs and attorney's fees, arising out of the Contractor's performance of its duties under this agreement.

11. TERMINATION.

A. Both parties may agree in writing to terminate this agreement at any time; either party may terminate the contract if the other party fails to perform; the Borough may terminate the contract for its own convenience on three (3) days written notice; or the agreement will terminate if the Borough Assembly repeals all or substantially all of the appropriations which fund this agreement.

B. If the contract terminates for any reason, the Contractor has no further duty to perform, the Borough owes the Contractor only for work completed up to the date of termination, plus that work reasonably necessary to stop work in a safe and workmanlike manner.

C. If (1) the Contractor abandons this contract, or (2) the Contractor fails to complete the work by the date specified, or (3) the Borough terminates this contract for failure to perform, then the Borough may have the work completed by a different party; the Contractor agrees to reimburse the Borough for this third-party work. Until the work is completed by the third party, the Borough has no duty to pay the Contractor any part of the contract price. When the third party completes the work, the Borough will owe the Contractor any unspent part of the contract price less any sums paid or owing to the third party. If the cost of completion by the third party is greater than the balance otherwise due to the Contractor, then the Contractor agrees to pay the difference to the Borough.

12. EQUAL OPPORTUNITY. The Contractor will fulfill all its legal duties under the civil rights laws of the State of Alaska and the United States, including, but not limited to AS 18.80, and the Civil Rights Act of 1964, 42 U.S.C. sec. 2000a and following. When subcontracting work, the Contractor agrees to use practices which assure equal opportunity to companies owned by women and minorities.

13. CONTRACT DOCUMENTS.

A. If the parties enter into this agreement as a result of a Borough Invitation For Bid, then the following documents constitute the whole agreement of the parties, and they prevail in the following order in the event of any inconsistency between them: This agreement, the specifications in the Invitation For Bid as issued by the Borough, and the Contractor's bid form.

Professional Services Contract, cont.

B. If the parties enter into this agreement as a result of a Borough Request For Proposal, then the following documents constitute the whole agreement of the parties, and they prevail in the following order in the event of any inconsistency between them: This agreement, the Request For Proposal as issued by the Borough, and the proposal submitted by the Contractor.

C. If the parties enter into this agreement as a result of a Borough written Request For Quotes, then the following documents constitute the whole agreement of the parties, and they prevail in the following order in the event of any inconsistency between them: This agreement, the Request For Quote as issued by the Borough, and the written quote from the Contractor.

D. If the parties enter into this agreement as a result of an oral Request For Quotes, then the following documents constitute the whole agreement of the parties, and they prevail in the following order in the event of any inconsistency between them: This agreement, and any statement of services attached to it. Any terms which might have been discussed orally are not binding on either party, unless incorporated in writing into this agreement.

E. The Borough purchase order to be issued for this work is a contract document. The terms specified on the Borough purchase order for this work are subordinate to those in all other contract documents. This clause does not alter the order of predominance of contract documents as specified in other subsections of this section.

14. Bidder acknowledges that Section 16.70.030 of the Fairbanks North Star Borough Code provides as follows:

A. "It shall be unethical for any person to offer, give or agree to give any employee or former employee, or for any employee or former employee to solicit, demand, accept or agree to accept from another person, a gratuity or an offer of employment in connection with any decision, approval, disapproval, recommendation, preparation or any part of a program requirement or a purchase request, influencing the content of any specification or procurement standard, rendering of advise, investigation, auditing, or in any other advisory capacity in any proceeding or application, request for ruling, determination, claim or controversy, or other particular matter, pertaining to any program requirement or a contract or subcontract, or to any solicitation or proposal therefor.

B. It shall be unethical for any payment, gratuity or offer of employment to be made by or on behalf of a subcontractor under a contract to the prime contractor or higher tier subcontractor or any person associated therewith as an inducement for the award of a subcontract or order."

Contractor agrees to follow the terms of this ordinance.

Professional Services Contract, cont.

15. OTHER.

A. Neither party may assign a benefit or duty under this agreement without the prior written consent of the other.

B. This agreement binds the successors, heirs, personal representatives, and any assigns of the parties.

C. Time is of the essence of this contract.

D. Neither party waives its rights under this agreement if it fails to object when the other party fails to perform.

E. Before paying the Contractor, the Borough may deduct the amount of any debt from any source which the Contractor owes to the Borough.

F. The laws of the State of Alaska will govern the interpretation of this agreement. Any action arising from this contract will be filed in Fairbanks, Fourth Judicial District, State of Alaska.

G. This agreement may be amended only in writing.

H. The contract documents constitute the entire agreement between the parties, and supersede all prior agreements, representations, and negotiations.

FAIRBANKS NORTH STAR BOROUGH
IFB # 91065

BID SCHEDULE

METHOD OF AWARD:
Award will be made by lot to the low responsive, responsible bidder meeting all requirements. Subsequent invoices and terms of any contract, resulting from this bid, will be adjusted to reflect the reduced scope of work.

PERFORMANCE BOND:
A bond for 100% of the total bid for Lot 1 for a period of twelve months or $5,000.00 cash.

CONTRACT PERIOD:
Startup date no later than July 1, 1991, or five days after date of final award, whichever is sooner through June 31, 1992, with option to renew for two additional one year terms.

INSURANCE REQUIREMENTS:
During the contract term, the Contractor will obtain and maintain in force the insurance coverage specified in this section. 1) Comprehensive general liability insurance in the amount of $1,000,000 for each occurrence of bodily injury and property damage. 2) Workers' Compensation/Employer's Liability Coverage at a level to comply with statutory limits established by the State of Alaska. 3) Comprehensive automobile liability insurance, including coverage for non-owned and hired vehicles, in the following limits: Not less than $250,000 each accident for bodily injury to one person, $500,000 for each accident for bodily injury to two more persons, and $50,000 each accident for property damage.

DESCRIPTION	AMOUNT PER MONTH	TOTAL AMOUNT
LOT #1 Furnish to the North Pole Library all supervision, labor, materials, supplies, tools, and equipment necessary for janitorial services, in accordance with attached specifications five (5) days, Tuesday through Saturday.	$________	$________

Amendment No.(s) _______ is/are hereby acknowledged.

Original Signature	Vendor's Name (Print or Type)
Title/Name (Print or Type)	Address
Telephone Number	City, State, Zip

LSCA TITLE IV LIBRARY SERVICES FOR INDIAN TRIBES AND HAWAIIAN NATIVES:
HOW THE GRANT FUNDING WORKS

Presented March 2, 1991 by Aja Razumny, Alaska State Library, during the AkLA conference held in Fairbanks, Alaska

The most important thing you need to know is:
YOU CAN GET HELP ANY TIME YOU NEED IT!
Call Barbara Einbinder at the Department of Education: (202) 401-1097

After you have applied for an LSCA Title IV Grant, the Department of Education (often referred to as ED in their correspondence) will acknowledge your application with a letter saying, "this is not an award, but you may be getting an award." At this time ED will assign your application a twelve digit ID number, which consists of your nine digit tribal IRS number with a 1 before it and two extra digits at the end, and a separate four character PIN number. KEEP THESE NUMBERS! THIS MAY BE THE ONLY WAY TO KNOW YOUR GRANT HAS BEEN ACCEPTED! Other correspondence you receive from Washington, including notification that your grant has been accepted, may not refer to library funds, LSCA Title IV, or anything like that. Usually reference is made only to your ID or PIN numbers. If you don't watch for the numbers, you may never know you got your grant!

With the letter of acknowledgment, you should also receive instructions for setting up a bank account for receiving grant money in case you do get the grant. You can either go ahead and prepare the bank account, or you can wait for a letter stating that you have actually been accepted for an LSCA Title IV grant before you do anything. However, you will have to establish that there is a valid bank account before any grant money can be sent. The finance office in Washington that gives out the money cannot write checks. They can only "send" money to a bank electronically, so you will have to fill out the paperwork making direct electronic deposits possible.

If you do not receive instructions for setting up your account to receive an Electronic Funds Transfer (EFT), write or call the ED office in Washington, DC. Request the packet of instructions telling you how to request funds from the ED/PMS (Education Payment Management System) for an ACH/EFT (Automatic Clearing House/Electronic Funds Transfer). You may use an account that already exists for your village or council finances, or you may establish a new account. Check with your local finance officer, since she or he will probably be managing the grant funds. The bank must sign a form (called a SF-1199A) saying they can accept an electronic transfer of grant funds into that account. On the SF-1199A form you need to put the 1) bank account number, 2) your grant ID number, and 3) your PIN. Then send the form to the Washington ED office.

Once you have received notice that your grant has been approved and ED receives the bank account form (SF-1199A), one dollar will be electronically deposited into that account to be sure the system works. A verification of deposit form will be sent to you to be signed by someone other than your finance officer, such as an administrator for the council, as a double check. When ED has confirmation that the $1.00 deposit transferred the way it is supposed to, you will receive a password (an access code assigned by the ED) for your account. KEEP THIS NUMBER IN A SAFE PLACE, TOO.

The last set of paperwork sent to you gives instructions on how to request that more of your grant award money be electronically transferred into your account. To complete these forms you will have to have 1) your grant ID number, 2) your PIN, 3) your password, and 4) your account type, which is always "G." If you can reach the 800 phone number listed on these forms and you have a touchtone phone, you can make requests for deposit by phone. If you cannot reach the 800 number, call the ED office. They are very helpful and patient.

Once your grant is set up, be sure that quarterly expenditure reports are sent to Washington. That will save you from a paperwork nightmare at the end of the year.

The good news is that once your account is established, you don't have to go through all this the next time you apply for Title IV grants. The same grant ID and PIN numbers will be used every year as long as you have the same bank account.

ABBREVIATIONS:

ACH = Automatic Clearing House
ED = U.S. Department of Education
EFT = Electronic Funds Transfer
G = Government
ID = Identification number (12 digits; 9 digits of the IRS tribal tax number, preceded by a 1, and 2 digits at the end)
IRS = Internal Revenue Service; the tribal tax number (9 digits)
PIN = Personal Identification Number (4 digits)
PMS = Payment Management System

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE IV
for the IMPROVEMENT OF PUBLIC LIBRARY SERVICES TO NATIVE AMERICANS

IN SUMMARY:

1. The village or council receives acknowledgement of the grant request, with your grant ID and PIN numbers. Keep these numbers safe in a file. If your grant is accepted, you will receive a notification **which lists those same numbers**. The word "library" usually will NOT appear on the form.

2. The bank and your finance officer sign forms to authorize the electronic transfer of funds into either a new or an existing account for your library. Send the forms to ED.

3. When Washington receives this information, $1.00 is transferred electronically into your account.

4. You receive a "verification of deposit" form to show the $1.00 transfer deposit was successful. Get the form signed by an administrator of the council (not by the finance officer), and return it to the Washington, D.C. office.

5. When ED receives your signed "verification of deposit" form, they will send you a password. **Keep your password safe in a file.** With the password will be forms to request the transfer of the remaining grant funds into your account. Fill out and mail them to Washington, or call them to request the transfer of funds. Call if you need ED to help.

6. When ED receives your request with all the codes and passwords, funds can be deposited electronically into your account. Then you can start using the money for your library.

7. Be sure to send in quarterly expenditure reports to the Washington ED office.

If you have questions, call Barbara Einbinder at (202) 401-1097 or your regional library coordinator.

Yupiit School District

District Libraries

Akiachak, Akiak, and Tuluksak, Alaska

A Beginners Guide & Tips

Completing an Application for Basic Grants under the Library Services for Indian Tribes and Hawaiian Natives Program

By Joyce Blumenshine

Presented March 2, 1992 during the AkLA conference in Fairbanks, Alaska.

Hi! This is a very friendly and very informal list of suggestions that may be of help to you if you have never attempted an application for LSCA Title IV funds. LSCA is the Library Services and Construction Act, and this program holds some real opportunities for you if your library serves a native community.

Give it a try! The Basic Grants program is noncompetitive. That means that if you can coordinate your efforts with an Indian tribe served by your library and complete the necessary paperwork, your library could gain about $5,000 for materials and services.

Don't panic! If you can be patient and plan ahead, you can complete the grant application form. You need to meet with your local IRA or other native community officials to tell them about the grant. They must approve of your efforts, and you will need to have your IRA chairman or other official sign the grant application.

Look out for moose or whale hunting season! The grant application usually is due about the first of October each year. Sometimes it is difficult to locate the necessary officials during the end of fishing season and the first of hunting season. Plan ahead and you will be sure to have the local IRA or native community support and signatures that you will need. You must have your native community leaders' approval to apply for the grant on their behalf.

Tip List for Basic Grant Applications:

1. Don't panic.

2. Make positive contacts with your local IRA or native community leaders and tell them about the grant possibilities and how it could help improve library services. Eligible groups to apply for the grant are Indian tribes, Alaskan native villages, native regional corporations, or native village corporations. You will be doing the work on the grant on their behalf for community library services.

3. Start early. Visit a local native community board meeting in the spring or early summer so they can discuss the idea and make a motion to cooperate with you for the grant application.

4. Plan ahead. The grant application booklet is usually available in early August, and the deadline for applying is usually the first of October. Write to Beth Fine, LSCA Title IV Program Officer, Library Programs/ OERI, U.S. Department of Education, 555 New Jersey Avenue N.W., Washington, D.C. 20208-5571 to request an application booklet before August.

5. Make your list of priorities for how you intend to spend grant money. Decide what materials you need that would most benefit your native community and possibilities such as equipment, or other options as listed in the grant booklet under "Use of Funds."

6. Write a letter of agreement between your library and your local native organization and obtain signatures of the appropriate officials. A sample of the letter for the Yupiit District is on the next page (check with your governing authority or supervising agency for approval, of course.)

7. Don't assume anyone but yourself will do the work on the grant—just do it!

8. Proofread your proposal, not once, but several times!

9. Keep all your paperwork together in a file. You will need to send in letters with a progress report on your application, and a final performance report is due 90 days after the close of the grant period. Once you have gone through the basic paperwork, you can use it as a pattern for the next year.

Yupiit School District
P.O. Box 100
Akiachak, Alaska 99551
(907) 825-4428 or 825-4127

______SAMPLE ______

September 10, 1990

Ms. Beth Fine
Library Development Staff
U.S. Department of Education
555 New Jersey Ave., N.W.
Washington, D.C. 20208-1430

Dear Ms. Fine,

The IRA Council of Akiachak, Alaska, is applying for its own Basic Grant under the Library Services for Indian Tribes and Hawaiian Natives Program in the amount of $5,300, and for each of the villages in the Yupiit School District.

Acting on behalf of, and with the authorization of the IRA Councils of Akiak and Tuluksak, as attested to by the signatures below, the IRA Council of Akiachak wishes to make one application to include all three villages for their allocated sums of $5,300 each.

Additionally, all three Councils agree to use the Yupiit School District as Fiscal Agents for the library grants, and to share the District's physical facilities in the expansion of the school-community library programs.

____
Willie Kasayulie, Chairman, Akiachak

____
Owen Ivan, Chairman, Akiak

____
John Napoka, Chairman, Tuluksak

PUBLIC LIBRARY GUIDELINES

ALASKA LIBRARY NETWORK
Produced with an Interlibrary Cooperation Grant
Alaska State Library
October, 1991

MEMBERS OF THE PUBLIC LIBRARY STANDARDS COMMITTEE

Audrey Kolb, Alaska State Library, Fairbanks
Mary Ellen McCoy, Z.J. Loussac Library, Anchorage
Dee McKenna, Kegoayah Kozga Library, Nome
B.J. Mauseth, formerly, Homer Public Library, Homer
Anne Paul, Anderson Village Library, Anderson
Sue Sherif, Fairbanks North Star Borough Public Library, Fairbanks
George Smith, Alaska State Library, Juneau
Barbara Tabbert, formerly, Governor's Advisory Council, Fairbanks
Robin Turk, Nenana Public Library, Nenana
Doris Ward, Governor's Advisory Council, Haines

INTRODUCTION

These guidelines are a result of three years of work by a committee formed under the auspices of the Alaska State Library and the Governor's Advisory Council on Libraries. The guidelines reflect contributions by public librarians and trustees all over the state of Alaska. As the title implies, the guidelines are designed to help Alaskan public libraries offer the best library service possible in each community. They are intended to help fledgling or established libraries—large or small—plan how library service will develop in their particular communities.

The guidelines can serve as a tool for librarians, library boards, library support groups, or library funding agencies as they ask questions such as "How will our money best be spent?" "Where do we go next?" or "What are appropriate services for our community's library?" No library in the state has accomplished all the objectives that the guidelines offer. In many communities, resource sharing with other libraries or agencies is possible, so the type of services offered in the community public library itself will be shaped by the library or information access resources of the community as a whole.

Recognizing community differences within our large state, the members of the committee that produced these guidelines offer these documents as a framework that will allow community librarians and citizens to conduct a self-assessment of current and future library services. Suggestions for ways to use the guidelines are included with the basic guidelines. A model for determining an appropriate collection size is entitled "How Big Should Our Library Collection Be?" The glossary of library terminology may be helpful in training new staff members or orienting new board members and library volunteers. The summary of relevant state laws and regulations should be useful to both library directors and members of the governing agencies to which they report. Librarians and community members who are responsible for planning library services will find a basic resource list of publications to help them when a community needs assistance in moving forward in its plans for public library service.

HOW TO USE THESE GUIDELINES

These guidelines are designed to help local communities develop their community libraries in a thoughtful and organized manner. They are meant to assist public library directors, boards, commissions, and funding agencies in developing their community libraries to the fullest potential. The checklist format provides a library with a self-assessment inventory. Not every library will find every category applicable, but every library will find some area that needs attention. The guidelines are offered as a tool that can be used and reused over time. One community may use the guidelines yearly at local board meetings; in another community, the library director may want to use the guidelines in planning budget priorities; still other communities may use the guidelines to provide a profile of library strengths and weakness to their local library associations.

The categories on the check list "Need Assistance," "In Progress," and "Accomplished" are offered so that libraries can assess their progress over time. If the guidelines are used periodically, a library may see progress from "need assistance" to "accomplished" over a period of years. If the library has many checks in the "In Progress" category and does not see many move from this category over a period of time, the library may want to prioritize the "In Progress" projects and concentrate on selected goals by developing realistic dates for and means of accomplishing these targeted projects. If a library needs assistance in several major areas, the library manager, the library board or governing agency, or the library supporters' group may want to investigate sources of assistance whether it be technical assistance from the Alaska State Library, increased local funding, or identification of other sources of assistance such as local businesses or community groups. Not all of the goals will require more funding to accomplish; recruiting a good volunteer may allow a library to provide a new service or reach a new part of the community.

Because most public libraries in Alaska are located in small communities, these basic guidelines are geared to basic library services and facilities. The list of possible improvements may seem overwhelming to the smallest libraries, but the length of the list allows each community to decide which items are most important and have most priority for its particular library. After a few of the possible areas of improvement are marked "Accomplished," the community can then choose other areas to target for improvement and work systematically toward the best library service that the community can support. In a field test of these guidelines, none of the responding libraries–large or small–had accomplished all of the basic guidelines, but many showed a very high level of community service in their responses.

The guidelines themselves cannot make for better Alaskan public libraries; they will be useful only if individuals in each community use them as a tool to manage and plan appropriate and meaningful public library service.

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BASIC COMMUNITY LIBRARY GUIDELINES

ALASKA LIBRARY NETWORK
Funding provided by an Interlibrary Cooperation Grant
from the
Alaska State Library
October, 1991

Asterisks indicate guidelines that are required for State grants.

Reference in parentheses are to the *Manual for Small Libraries in Alaska.*

A COMMUNITY LIBRARY is defined as a facility, staffed by one or more people, which provides materials and services free of charge to people of all ages, receives it financial support in whole or in part from public funds, provides resource sharing and interlibrary loan services through the Alaska Library Network, offers some programming, and meets all requirements of the Public Library Assistance Grants stated in the *Alaska Administrative Code*, AAC 57.

GOVERNANCE

	Need Assistance	*In Progress*	*Accomplished*
1. The library has a legally constituted board that is either appointed or elected, or governed by a body that is designated in local ordinance. (I)*	☐	☐	☐
2. The library board or governing body has by-laws. (I)	☐	☐	☐
3. If there is a library board, expiration of terms is staggered so that there are experienced members on the board at all times.	☐	☐	☐
4. If there is a library board, vacancies are filled in a timely manner.	☐	☐	☐
5. If there is a library board, it meets at least three times a year.	☐	☐	☐
6. Board or governing body meetings are publicized and open to the public.	☐	☐	☐
7. The librarian attends board meetings or sessions of thegoverning body where library matters are discussed.	☐	☐	☐
8. Membership in the Alaska Library Association is provided for board members.	☐	☐	☐
9. Written minutes of board meetings or the governing body are kept on permanent file in the library.	☐	☐	☐
10. If there is a library board, a financial report is presented at each meeting. (I)	☐	☐	☐

	Need Assistance	*In Progress*	*Accomplished*
11. If there is a library board, the board has adopted written policies for the library. (I)	☐	☐	☐
12. The library has a mission statement adopted by the board or governing body. (I)	☐	☐	☐
13. If there is a library board, the board determines or reviews library goals and objectives annually. (I)	☐	☐	☐
14. The board or governing body has read and formally adopted the American Library Association "Bill of Rights" and its interpretations. (Refer to the State Library or to the *Intellectual Freedom Manual.*)	☐	☐	☐
15. The Annual Report forwarded to the State Library is submitted for review to members of the board or governing body. (III)	☐	☐	☐
16. There is an annual financial review or audit performed by an outside individual or committee. (I)	☐	☐	☐

MANAGEMENT/ADMINISTRATION

	Need Assistance	*In Progress*	*Accomplished*
1. The library has a policy manual. (I)	☐	☐	☐
2. The library has a procedure manual. (VIII)	☐	☐	☐
3. The library has a copy of the *Manual for Small Libraries in Alaska* (available from the Alaska State Library).	☐	☐	☐
4. The library board or governing body and librarian develop the annual budget.	☐	☐	☐
5. The library has institutional membership in the Alaska Library Association.	☐	☐	☐
6. Annual and final reports are submitted to the State Library by the specified deadline. (III)*	☐	☐	☐
7. The library assesses community needs and establishes goals and objectives for the year.	☐	☐	☐

PERSONNEL

	Need Assistance	*In Progress*	*Accomplished*
1. The library has a paid or volunteer staff person present during all hours of service.*	☐	☐	☐
2. The library has a current job description for each staff position. (I)	☐	☐	☐
3. Paid staff above the level of shelvers possess at at least a high school diploma or its equivalent, and, where possible, have college course work.	☐	☐	☐
4. The library, village or borough has a written personnel policy that covers vacancies, salaries, benefits, leave and evaluation of library personnel.	☐	☐	☐
5. The library staff has read local policy and procedure manuals and, where appropriate, the *Manual for Small Libraries in Alaska.*	☐	☐	☐

CONTINUING EDUCATION

	Need Assistance	*In Progress*	*Accomplished*
1. The library staff is allowed time off to attend relevant continuing education opportunities. Information gathered is shared within the local library community.	☐	☐	☐
2. The library staff is allowed time off to attend the Alaska Library Association conference.	☐	☐	☐
3. Financial support is provided for continuing education and conference attendance.	☐	☐	☐
4. Board members are encouraged to attend library conferences and continuing education activities.	☐	☐	☐

COLLECTIONS

	Need Assistance	*In Progress*	*Accomplished*
1. The library has a written selection policy or collection development plan covering items purchased or received as gifts including sections covering weeding, withdrawal and reconsideration of materials. (VI)	☐	☐	☐
2. In selecting materials, the library subscribes to and uses at least one of the following: •*Booklist* •*Library Journal* •*School Library Journal.*	☐	☐	☐
3. The collection is catalogued and systematically arranged according to accepted standards. (V)	☐	☐	☐
4. There is a card catalog or its equivalent which includes materials in all formats and is available for public use.	☐	☐	☐
5. The library has the Alaska Library Network catalog on microfiche. (V)	☐	☐	☐
6. At least $5,000 in local monies or 20% of the annual state public library assistance grant amount is spent on library materials each year.*	☐	☐	☐
7. Each of the following types of materials are available in the library: •Fiction for adults •Nonfiction for adults •Fiction for children •Nonfiction for children •Newspapers or local newsletters •Magazines+ •Local history materials	☐	☐	☐

+A basic collection of recommended magazines is included in *Manual for Small Libraries in Alaska* (Appendix IV).

Where appropriate, the following materials are offered:

•Audiovisual materials	☐	☐	☐
•Paperbacks for exchange	☐	☐	☐
•Literacy materials	☐	☐	☐
•Bilingual materials	☐	☐	☐
•Computer software	☐	☐	☐

	Need Assistance	*In Progress*	*Accomplished*
8. The reference collection includes *at least* the following types of materials: •Dictionary+ •Encyclopedia (not more than five years old) •Current almanac •Current *Alaska Blue Book* •Current Anchorage and/or Fairbanks telephone book •Local telephone book •Alaska Library Network catalog •World atlas	☐	☐	☐

+Recommended titles and other recommended basic reference materials are included in the *Manual for Small Libraries in Alaska* (Appendix IV).

9. The collection size and collection budget have been compared to and meet the collection models published as "How Large Should Our Library Collection Be?"	☐	☐	☐

PROGRAMMING

	Need Assistance	*In Progress*	*Accomplished*
1. The library offers a preschool storytime.	☐	☐	☐
2. The library offers programs to encourage older children to read, for example, a summer or winter reading program.	☐	☐	☐
3. The library offers programs for young adults.	☐	☐	☐
4. The library offers programs for adults, including seniors.	☐	☐	☐
5. The library offers programs for families.	☐	☐	☐

EQUIPMENT

	Need Assistance	*In Progress*	*Accomplished*
1. The library has a microfiche reader.	☐	☐	☐
2. The following are available to library users through the library or another local agency:			
Typewriter	☐	☐	☐
Telephone for public use	☐	☐	☐
Photocopier	☐	☐	☐
16mm Projector	☐	☐	☐
Videocassette Player	☐	☐	☐
Video Monitor	☐	☐	☐
Audiocassette Player	☐	☐	☐
Record Player	☐	☐	☐
Slide Projector	☐	☐	☐
Microcomputer	☐	☐	☐
CD Player	☐	☐	☐
Filmstrip Projector	☐	☐	☐

SERVICES AND ACCESSIBILITY

	Need Assistance	*In Progress*	*Accomplished*
1. The library provides basic library service free of charge.*	☐	☐	☐
2. The library is open at least ten hours per week.*	☐	☐	☐
3. The library is open at least two days of the week, including some weekend and evening hours.*	☐	☐	☐
4. Library hours are posted outside the facility.	☐	☐	☐
5. The library has a telephone and a telephone listing.	☐	☐	☐
6. Interlibrary loan is used to get needed materials for patrons. (V)	☐	☐	☐
7. The library cooperates with other local libraries or agencies in planning programs or collections.	☐	☐	☐
8. All members of the community, including children, have access to all library materials.	☐	☐	☐
9. A checkout system is used for materials.	☐	☐	☐
10. Borrower records are confidential.*	☐	☐	☐

PUBLIC/COMMUNITY RELATIONS

The library uses all available means to advertise library services to the community.

- Bulletin Board ☐
- School Announcements ☐
- Mail ☐
- Newspapers and Newsletters ☐
- Bookmarks and Booklists ☐
- Displays ☐
- Speakers ☐
- Storytimes ☐
- Library Tours ☐
- Posters/Flyers ☐
- Brochures ☐
- Radio or CB ☐
- Commercial TV ☐
- Cable TV ☐
- Slide-Tape Shows ☐
- Booths at local fairs and festivals ☐

FACILITIES

	Need Assistance	*In Progress*	*Accomplished*
1. There is a library sign outside the building.	☐	☐	☐
2. There is an after-hours book return.	☐	☐	☐
3. The library has within the building:	☐	☐	☐
• A sign with service hours posted	☐	☐	☐
• Children's seating	☐	☐	☐
• Children's materials on shelves that are accessible to children	☐	☐	☐
• Study area with table(s)	☐	☐	☐
• Casual reading area	☐	☐	☐
• Meeting room(s)	☐	☐	☐
• Carpeting	☐	☐	☐
• Staff work area	☐	☐	☐
4. The building is accessible to the handicapped.*	☐	☐	☐
5. The facility complies with fire, safety, sanitary, and other state and local codes. See your local government agency for applicable local and state regulations.	☐	☐	☐
6. Adequate parking is available.	☐	☐	☐

FUNDING (III)

	Need Assistance	*In Progress*	*Accomplished*
1. Local funds are contributed by town, village, or borough authorities or through local fund raising efforts.	☐	☐	☐
2. An annual budget is prepared.	☐	☐	☐
3. Applications for state grants are submitted by specified deadlines.*	☐	☐	☐
4. Grants (federal, Alaska Native corporation, state, local, business, private foundation, or agency) are applied for.	☐	☐	☐

BEYOND THE BASIC GUIDELINES FOR PUBLIC LIBRARIES

ALASKA LIBRARY NETWORK

Produced with an Interlibrary Cooperation Grant
Alaska State Library
October, 1991

The following guidelines assume conformance to the Basic Library Guidelines.

GOVERNANCE

	Need Assistance	*In Progress*	*Accomplished*
1. The board and library director conduct a comprehensive orientation program for each new board member.	☐	☐	☐
2. The library is an organizational member of the the American Library Association.	☐	☐	☐
3. The library is an organizational member of the the Pacific Northwest Library Association.	☐	☐	☐
4. Board members are briefed in Alaska library laws, local charters, ordinances and regulations, and intergovernmental agreements that govern library operations.	☐	☐	☐
5. Board members receive an outline of the state library network and have full understanding of the role of a resource library in the structure and the role of the structure to the resource library.	☐	☐	☐
6. Board members regularly receive information about state and national continuing education activities for trustees including the American Library Trustees Associations (ALTA).	☐	☐	☐

MANAGEMENT/ADMINISTRATION

Planning

	Need Assistance	*In Progress*	*Accomplished*
1. The library administration in conjunction with the board and staff draws up and utilizes a long-range plan (3-5 years). The planning and rolesetting tools of the Public Library Association are recommended.	☐	☐	☐
2. The plan : • includes a mission statement • is available for public inspection • includes community input • features realistic goals and measurable objectives • includes a timeline to measure progress toward goals and completion of objectives • is updated and reviewed staff (and board where applicable) periodically.	☐	☐	☐
3. The library conducts one or more of the following to determine community needs and interests: • library user survey • citizen survey (including nonusers) • community analysis.	☐	☐	☐
4. The library produces a formal report at the end of each planning period including recommendations for the next planning cycle.	☐	☐	☐
5. The library has a written plan for staff development.	☐	☐	☐
6. The library management uses appropriate electronic technology including: • word processing and electronic spreadsheets. • microcomputers with modems to utilize electronics databases and electronic mail services such as the University of Alaska Computer Network (UACN)	☐	☐	☐

Statistics

	Need Assistance	*In Progress*	*Accomplished*
1. The library collects statistics for the following purposes:	☐	☐	☐

- to evaluate performance
- to provide data for planning
- to demonstrate accountability to governing bodies
- to assist the board and administration in making management decisions
- to cooperate with the State Library and other agencies

2. The collection of these statistics is reviewed periodically to check for accuracy of collection and utility.	☐	☐	☐

PERSONNEL

	Need Assistance	*In Progress*	*Accomplished*
1. The library that serves a population of 5,000 or more is administered by a professionally trained, experienced librarian who possesses at least a master's degree in library and information studies from an institution accredited by the American Library Association.	☐	☐	☐
2. Each branch or major service section is managed by a permanent staff member who is trained as a librarian.	☐	☐	☐
3. There is a library or local government policy that allows paraprofessionals to pursue an MLS.	☐	☐	☐
4. There is a policy that allows professional librarians to pursue related higher degrees or professional training.	☐	☐	☐
5. Each staff position has an up-to-date job description that includes examples of work performed, lists required knowledge and skills and states minimum qualifications.	☐	☐	☐

	Need Assistance	*In Progress*	*Accomplished*
6. The library has written policies and procedures for volunteers and provides a job description for each volunteer activity.	☐	☐	☐
7. The library or governing body has a formal mechanism for publicly recognizing volunteer contributions.	☐	☐	☐
8. Each library staff member receives training in: • library policy and procedures • the Alaska confidentiality law • the Library Bill of Rights • the state library network structure.	☐	☐	☐
9. The library has a policy for staff exchanges: • within the library • with other libraries • with other public service agencies.	☐	☐	☐
10. The library analyzes patron library usage and staffs the library accordingly.	☐	☐	☐
11. Library personnel are evaluated at least annually.	☐	☐	☐
12. There is a formal orientation program for all new employees.	☐	☐	☐
13. Financial assistance is offered to encourage staff to participate in continuing education and professional education opportunities.	☐	☐	☐
14. Library staff are encouraged to take part in local, state, and national professional organizations.	☐	☐	☐
15. In-service training is offered in: • technical services • children's services • reference services • human relations • materials selection and reconsideration procedures • current library technology • collection assessment procedures.	☐	☐	☐

	Need Assistance	*In Progress*	*Accomplished*
16. Where appropriate, the library offers training and observation opportunities for librarians from other libraries in the region.	☐	☐	☐

COLLECTIONS

1. The library surveys patron needs utilizing the appropriate Public Library Association output measures or similar systematic techniques. (See *OUTPUT MEASURES FOR PUBLIC LIBRARIES*, second edition, American Library Association, 1987)	☐	☐	☐
2. The library participates actively in statewide collection development efforts.	☐	☐	☐
3. The library has formalized local resource-sharing agreements with other libraries including: •public schools •universities and colleges •special libraries •museums.	☐	☐	☐
4. The library participates in a local or regional collection development agreement.	☐	☐	☐
5. The library uses local census data, regional census data, and local and statewide collection development agreements to determine its collection responsibility in: •primary subject collection effort •foreign languages •Alaskan languages •audiovisual materials including computer software •literacy materials • current subscriptions and back files of periodicals.	☐	☐	☐
6. The library recycles weeded multiple copies and reference materials to libraries within its area or region.	☐	☐	☐

	Need Assistance	*In Progress*	*Accomplished*
7. The Alaskana collection emphasizes appropriate local or regional publications.	☐	☐	☐

REFERENCE SERVICES

	Need Assistance	*In Progress*	*Accomplished*
1. Reference staff are scheduled for all hours of library operation.	☐	☐	☐
2. The library offers telephone and/or mail reference service to: •local residents •regional residents.	☐	☐	☐
3. Children's reference services and readers' advisory assistance are offered all hours that the library is open.	☐	☐	☐
4. The reference collection includes • Alaska statutes • local ordinances and codes • state documents for public inspection • a directory or file of local community resources • Alaskan telephone books.	☐	☐	☐
5. The library has written policies for: • medical reference questions • legal reference questions • homework assistance.	☐	☐	☐

LIBRARY PROGRAMS

	Need Assistance	*In Progress*	*Accomplished*
1. The library provides a full range of programs for • children • young adults • adults.	☐	☐	☐
2. The library cooperates with other local agencies to provide programs for the groups above including specific groups within the population such as the homebound, elders, non-English speakers, blind and physically handicapped, support groups, the business community, etc.	☐	☐	☐

	Need Assistance	*In Progress*	*Accomplished*
3. The library provides space for notice of other community and cultural events.	☐	☐	☐
4. The library prints a calendar, brochure, or newsletter of its activities.	☐	☐	☐
5. The library evaluates programs that it plans: • on a program by program basis • on a yearly basis.	☐	☐	☐

SERVICE AND ACCESSIBILITY

	Need Assistance	*In Progress*	*Accomplished*
1. The library has a printed brochure listing services, hours, and branch locations.	☐	☐	☐
2. The library has a policy for database searching.	☐	☐	☐
3. If the library is designated as a Regional Resource Library, it provides remote service to bush patrons in its region.	☐	☐	☐
4. If appropriate according to State guidelines, the library applies for and implements institutional service grants.	☐	☐	☐
5. The library offers individuals dial-up capability through its on-line system.	☐	☐	☐
6. The library allows nonlocal regional residents borrowing privileges.	☐	☐	☐
7. The library provides on-line terminals at locations outside of the institution.	☐	☐	☐

COMBINED FACILITIES
GUIDELINES

A combined facility is a building housing the public library and one or more community services. A facility of this type may combine library services of more than one agency. Examples of such combinations are community/school library, public/community college, library, public library/rural education center, or a consortium of several of these functions.
Here are some special guidelines that apply to this type of library.

GOVERNANCE

	Need Assistance	*In Progress*	*Accomplished*
1. The governing bodies of each entity sign a formal letter of agreement or contract for service.*	☐	☐	☐
2. A copy of the letter is held by each agency and the Alaska State Library.*	☐	☐	☐
3. The letter includes a joint statement of purpose.	☐	☐	☐
4. The written agreement between the cooperating agencies delineates responsibilities of each party relative to financial responsibility, maintenance and care of the physical facilities, personnel, use of equipment and hours of service.*	☐	☐	☐

MANAGEMENT/ADMINISTRATION

1. The funds of each entity are kept in separate accounts and books are kept for each account.	☐	☐	☐
2. Where possible, statistics for distinctive functions are recorded separately.	☐	☐	☐

PERSONNEL

	Need Assistance	*In Progress*	*Accomplished*
1. If there is separate staff for each function, regular meetings are held to discuss policies and procedures.	☐	☐	☐
2. If there is separate staff, staff members representing each function attend meetings of the cooperating agency or agencies when library policies or procedures are discussed.	☐	☐	☐

COLLECTIONS

1. If materials funds are allocated separately, books are stamped or otherwise identified with the property stamp of the owning agency.	☐	☐	☐
2. Collection development policies for each function are defined and coordinated.	☐	☐	☐
3. Computer and audiovisual equipment use policies outline priorities for use and restrictions, if any.	☐	☐	☐
4. Circulation policies and procedures are unified in every instance possible.	☐	☐	☐
5. Where more than one policy governs reconsideration of collection materials, the policies are known to all staff and agencies.	☐	☐	☐
6. Where more than one policy governs reconsideration of materials, the policy of the agency owning the material is followed.	☐	☐	☐

FACILITIES

1. If the community library shares a facility with an agency that does not provide services during the hours of of library operation, there is access to restrooms and a telephone during library hours.	☐	☐	☐
2. The proportion of utilities charged to each function is attributable or proportional to each function's use of the facility.*	☐	☐	☐
3. Furniture, artwork, and equipment is labelled to identify the purchasing agency.	☐	☐	☐

HOW LARGE SHOULD OUR LIBRARY COLLECTION BE?

All citizens should have access to a public library collection of current, useful materials, and indirect access, through interlibrary loan and other means, to library collections throughout the state. To meet the needs of users, a public library must have a collection of sufficient size and breadth to serve the diverse interests and age groups of the general population.

The following model was developed to aid in planning and budgeting for a collection that meets the community's needs. The standards for collection size listed below are intended as a basic level of service. If a community cannot plan to meet these standards within five years, it may want to consider an alternate means of providing public library services, such as Family Mail Service.

An approximate materials budget for print materials (books and subscriptions) can be determined from the estimated costs below. Quantities and average costs were derived from 1989 annual reports submitted by public libraries throughout Alaska and from comparisons with standards of other states. This model is intended for stand-alone libraries because it does not take into account the multiple volumes of titles generally acquired by libraries with branches. It also does not take into account the possibility of resource sharing when more than one type of library is available in the service area. Furthermore, libraries of all sizes should budget an amount equal to 10-15% of the print budget for audiovisual and other nonprint materials.

POPULATION SERVED	NUMBER OF BOOKS	ESTIMATED COST
0-500	5,000 volumes	$9 per title
501-1,000	10 volumes per capita	$9 per title*
1,001-5,000	6-7 volumes per capita but not less than 10,000 titles	$17 per title
5,001-25,000	4 volumes per capita but not less than 30,000 titles	$17 per title
25,000+	3 volumes per capita but not less than 100,000	$17 per title

*Actual average price may range from $9 to $17.

Once a library has determined its desired collection size, 5% of that number should be added each year. Libraries also should withdraw or discard materials annually. When a library is building the collection to its planned size, it probably will not want to weed more than 2% a year. When the library has reached its planned collection size, it should add 5% of that number in new titles annually, and withdraw 5% each year in order to maintain a current collection with accurate information.

PERIODICALS COLLECTION GUIDELINES

POPULATION SERVED	NUMBER OF SUBSCRIPTIONS	ESTIMATED COST
0-500	25	$22 per subscription
501-1,000	Population divided by 25 but not less than 25 to 50 titles	$22 per subscription
1,001-5,000	Population divided by 50 but not less than 60 to 100 titles	$29 per subscription
5,001-10,000	Population divided by 67 but not less than 100 titles	$29 per subscription
10,001-25,000	Population divided by 100 but not less than 150 titles	$29 per subscription
25,000+	Minimum of 250 titles with approximately 1 subscription	$29 per subscription

ALASKAN LEGISLATION PERTAINING TO PUBLIC LIBRARIES

Library trustees as well as library directors and staff should have ready access to state and local statutes, codes, and ordinances that affect operation of public libraries. It is useful to include this information as part of the library's policy handbook, which should be provided to all board members or local governing agencies.

Alaska Statutes, Title 14: EDUCATION, Chapter 56, STATE LIBRARY AND HISTORICAL LIBRARY AND STATE LIBRARY PROGRAM, spells out the responsibilities of the State Library to provide services to public libraries, including providing grants-in-aid, direct service and consultant services. (AS14.56.030)

Grants for construction and equipping of rural community and other public libraries and Public Library Assistance Grants are included in Articles 4, 5, and 6 of the chapter. (AS14.56.200-350)

Confidentiality of library records is guaranteed under Title 9: CODE OF CIVIL PROCEDURE, Chapter 25, EVIDENCE (AS09.25.140).

Any library board, advisory or otherwise, receiving public funds is subject to the open meetings law, contained in Title 44, STATE GOVERNMENT, Chapter 62, ADMINISTRATIVE PROCEDURE ACT, Article 6, AGENCY MEETINGS PUBLIC (AS44.62.310). Generally, there will also be local ordinances concerning such meetings, and library directors and trustees must be knowledgeable about these, as well.

The STATE PROCUREMENT CODE, which is Chapter 30 of Title 3, PUBLIC CONTRACTS, also is of importance to public libraries, as it contains exemptions for purchases of library materials, network information services, access, and bookbinding services, as well as approval plans, and professional memberships. The exemptions are listed under Article 10, GENERAL PROVISIONS (AS36.30.850). Again, most localities will have a similar procurement code, and it is necessary to be familiar with its provisions, as well as the state statute.

Alaska Statutes, Title 35: PUBLIC BUILDINGS, WORKS, AND IMPROVEMENTS addresses accessibility of public buildings to the handicapped (AS35.10.015). The statute considers political subdivisions of the state, using federal and/or state construction funds, as well as compliance with local building codes (AS35.10.025).

It is the responsibility of library administrators and library board members to be aware of those statutes dealing with public safety codes which must be met in public buildings. Title 18: HEALTH AND SAFETY addresses such codes, as does the Alaska Administrative Code (13 AAC 50).

REGULATIONS CONCERNING LIBRARIES

Excerpted From the Alaska Administrative Code,
AAC 57.063 - 57.990

Each public library that receives money from the state for support of the library shall provide annually to the State Library information about:

- the library's service area and population served
- facilities
- use of the library's resources
- personnel
- salaries
- budget
- statement of income and expenditures
- collection and acquisition of library materials
- hours of service
- interlibrary cooperation and resource-sharing agreements

A public library may receive grant funds if it is open:

- at least ten hours per week
- for at least forty-eight weeks of the fiscal year
- at least two days each week; and
- during some evening or weekend hours, and
- library staff are on duty during hours that the library is open

Money payable to the public library may be used only for expenses related to the operation of the library.

Grant funds must be accounted for separately from other funds received by the library from government and private sources.

The State Library must approve the expenditure plan for the grant, and funds must be spent in accordance with the approved grant application. If any line item varies over 10% from the approved application, unless the amount is $50.00 or less, approval must be obtained from the State Library for the revision.

A library must expend the full amount of local matching funds stated in the application, even if state matching funds must be prorated.

If local funds for materials do not exceed $5,000.00, at least 20% of the grant must be used to purchase library materials.

A financial report must be filed on forms provided by the State Library by September 1 following the close of the fiscal year.

Repayment can be required if:

- the local matching funds are not expended as in the grant agreement
- monies are not expended or encumbered within the fiscal year
- grant funds were used for purposes other than those in the application and the agreement
- the library fails to file the financial report.

COMBINED FACILITIES

If the proposed expenditures for utilities and communications is for a public library in a shared or combined facility, the grant funds may only be used for the proportion of the costs attributable to use as a public library.

A Community/School Library must have a written agreement between the school district board and the public library that delineates responsibilities of the school and of the public library relative to financial responsibility, maintenance and care of the physical facilities, personnel, use of equipment and hours of service. A copy of the agreement must be provided to the State Library.

The library must be readily accessible by community residents:

- by placement in a separate facility or
- by an entrance directly into the library or
- that can be easily located from all entrances to the school.

The library must have:

- adequate space to house library materials for users of all ages
- space in appropriate proportions for children, young adults and adults
- hours for the public library that are in addition to regular school hours.

A Regional Resource Library agrees to act for the State Library to furnish library materials to areas of the state in which there is not sufficient population to support a public library facility.

An Area Center Library acts for the State Library to provide consultant services and technical support to smaller libraries in the geographic region.

State legislation and regulations are always subject to change. To check the currency of any state law pertaining to libraries, contact the Alaska State Library and its consultants or the nearest Alaska Legislative Information Office.

PUBLIC LIBRARY RESOURCE LIST
PLANNING AND MANAGEMENT

Here are some basic materials for Alaskan public libraries. The starred items should be available in every library. To preview any of the publications that your library does not own, contact the Alaska State Library, PO Box G, Juneau, AK 99811 or your regional coordinator.

Alaska Library Network Catalog [microform]; including supplements, Alaska State Library.*

Alaska Blue Book [biennial publication], Division of State Libraries, 1973- .*

Intellectual Freedom Manual, compiled by June Pinnell-Stephens, Alaska State Library, 1985.*

Interlibrary Loan Guide, Alaska State Library, 1989.*

Kolb, Audrey, *Manual for Small Libraries in Alaska*, 2d ed. Alaska State Library, 1992.*

McClure, Charles *et al*, *Planning and Role Setting for Public Libraries: A Manual of Options and Procedures*, American Library Association, 1987.

Public Library Guidelines, Alaska State Library, 1991.*

Statistics of Alaska Public Libraries, Statistics of University of Alaska Libraries, FY1989/FY1988, Alaska State Library, 1990 [or latest edition].*

Van House, Nancy A. *et al*, *Output Measures for Public Libraries: A Manual of Standardized Procedures*, 2d ed., American Library Association, 1987.

BUILDING AND SPACE PLANNING RESOURCES

Basic Access: A Guidebook for Employers and Businesses, rev. ed. Alaska Governor's Committee on Employment of People with Disabilities and the Department of Labor, 1988.

Checklist of Library Building Design Considerations, 2d rev. ed. edited by William W. Sannwald, Library Administration and Management Association, 1991.

Dahlgren, Anders, Planning t*he Small Public Library Building*, American Library Association, 1985.

Public Library Space Needs: A Planning Outline, Wisconsin Department of Public Instruction [PO Box 7841, Madison, WI 53707-7841], 1988.

Library Space Planning Guide, rev. ed. Connecticut State Library [Division of Library Services, 231 Capitol Ave., Hartford, CT 06106], 1989.

MAGAZINES

American Libraries [monthly periodical], American Library Association, 50 East Huron St, Chicago, IL 60611.

The Bottom Line: A Financial Magazine for Librarians [quarterly periodical], Neal-Schuman Publishers, 23 Leonard St., New York, NY 10013.

Computers in Libraries [monthly periodical], Meckler Corporation, 11 Ferry Lane West, Westport, CT 06880.

Newspoke [bimonthly newsletter], Alaska Library Association, PO Box 81084, Fairbanks, AK 99708.*

PNLA Quarterly [quarterly periodical], Pacific Northwest Library Association, 1631 E. 24th Ave., Eugene, OR 97403.

Public Libraries [bimonthly periodical], Public Library Association, 50 East Huron St., Chicago, IL 60611.

Rural and Small Library Services Library [bimonthly newsletter], Center for the Study of Rural Librarianship, Department of Library Science, 166 Carlson, Clarion University of Pennsylvania, Clarion, PA 16214-1232.

Sourdough [quarterly periodical], Alaska Library Association, PO Box 81084, Fairbanks, AK 99708.*

Appendix
to
Chapter IV

The Library Collection

Children's Catalog 1
Junior High School Library Catalog 2
Senior High School Library Catalog 3
Fiction Catalog 4
Public Library Catalog 5
Baker & Taylor Co., processing 6
Brodart, processing 10
Follett, processing 12
Library of Congress, cards 16
Basic periodical list 19
Alaskana basic periodical list 21
Children's Magazine Guide 22

Basis Reference Bibliography

    Alaskana reference 24
    General reference 28

Rogers, Jean

Goodbye, my island; illus. by Rie Muñoz. Greenwillow Bks. 1983 85p illus $10.25, lib. bdg. $10.88 (4-6) Fic

1 Inuit—Fiction 2 Alaska—Fiction
ISBN 0-688-01964-1; 0-688-01965-X LC 82-15816

"Because of a reduced population on an isolated Alaskan island, the U.S. government can no longer support a store and school there, and the Eskimos are leaving to live on the mainland. 'Goodbye, My Island' tells of 12-year-old Esther Atoolik's last winter on King Island in the early 1960s." SLJ

"Although the characters are, for the most part, undeveloped and the prose is at times rather dry—part of it is written in journal form—the book does include colorful details of Eskimo life, such as descriptions of ice fishing, of hunts for auklet eggs, and of making King Island ice cream, with fish eggs and dried blueberries. The text is embellished with black-and-white vignettes at the beginning of each chapter and with larger drawings. Glossary." Horn Book

Rounds, Glen

The blind colt; written & illus. by Glen Rounds. Holiday House 1960 unp illus $12.95 (4-6) Fic

1 Ponies—Fiction 2 South Dakota—Fiction
ISBN 0-8234-0010-7 LC 60-2171

First published 1941

Set in the South Dakota Badlands, this is the story of a pony colt that was born blind. It tells of his experiences growing up with a mustang band, and of his eventual adoption and training by ten-year-old Whitey

"The story has stood the test of time and is well worth continued replacement. The courage of the horse in spite of his handicap, the feeling of apprehension throughout the story lest Whitey have to give up the colt, the authentic feeling of cowboy life pervading all the stories of this author have just as much impact on the present-day reader as they did when the book first appeared." Libr J

Other available titles about the blind colt and Whitey are:

Stolen pony (1949)
Whitey and the colt killers (1962)
Whitey takes a trip (1954)
Whitey's first roundup (1942)
Whitey's new saddle (1960)

Blind outlaw; written and illus. by Glen Rounds. Holiday House 1980 94p illus $10.95 (4-6) Fic

1 Horses—Fiction 2 Physically handicapped—Fiction
ISBN 0-8234-0423-4 LC 80-15848

As the story begins, "a blind mustang, gritty survivor of years of wild living, is trapped in a roundup. A mute boy [who does chores on the ranch] begs for him when the ranchers, discovering the horse's flaws, decide to shoot him. The owner states that on the day the horse is tamed, he'll give the boy a bill of sale." SLJ

The author's "descriptions of the summer's effort—an exciting and successful one—make readers live through all the tensions and nuances of the boy-horse relationship. His style is formal and precise, with almost no dialog to break up the action. Horse fans, nevertheless, will be absorbed from start to finish." Booklist

Mr Yowder and the giant bull snake; written and illus. by Glen Rounds. Holiday House 1978 unp illus lib. bdg. $8.95 (3-5) Fic

1 Snakes—Fiction 2 West (U.S.)—Fiction
ISBN 0-8234-0311-4 LC 77-24136

A sign painter [Mr Xenon Zebulon Yowder] and a giant bull snake cause a commotion when they replace Buffalo Bill as official buffalo hunters for the United States Army

The author's "deadpan country dialogue is so authentic that readers are completely taken in by all the foolishness. His quirky black-and-white line drawings show the hilarity of a situation which the text treats with mock gravity. A graceful blend of words and pictures, this book should attract storytellers and listeners alike." SLJ

Other available titles about Mr Yowder are:

Mr Yowder and the lion roar capsules (1976)
Mr Yowder and the steamboat (1977)
Mr Yowder and the train robbers (1981)
Mr Yowder and the windwagon (1983)
Mr Yowder, the peripatetic sign painter: three tall tales. A combined edition of: Mr Yowder and the giant bull snake; Mr Yowder and the lion roar capsules; Mr Yowder and the steamboat (1980)

Ruckman, Ivy

Night of the twisters. Crowell 1984 153p $11.50, lib. bdg. $10.89 (3-6) Fic

1 Grand Island (Neb.)—Tornado, 1980—Fiction 2 Tornadoes—Fiction
ISBN 0-690-04408-9; 0-690-044009-7 LC 83-46168

"Twelve-year-old Dan describes the events leading up to the hour that his town was struck seven times by tornadoes. Alone at home, [in Grand Island, Nebraska] Dan, his baby brother, and his best friend Arthur ride out the storm huddled in the shower stall in Dan's basement and then begin the search for their parents." Sci Child

"Ruckman does a good job of creating and maintaining suspense, produces dialogue that sounds appropriate for a stress situation, and gives her characters some depth and differentiation." Bull Cent Child Books

Sachs, Marilyn

Amy and Laura; illus. by Tracy Sugarman. Doubleday 1966 189p illus $6.95 (4-6) Fic

1 Sisters—Fiction
ISBN 0-385-06984-7 LC 66-10724

Two "sisters face the family problem of a convalescent mother as well as their own individual problems at school." LC. Child Books, 1966

"Natural conversations and a lively pace well within the grasp of average readers assure popular reception of a story that is as realistic as it is readable." Horn Book

Other titles about Amy and Laura

Amy moves in (1964) and Laura's luck (1965) both o.p. 1986

Call me Ruth. Doubleday 1982 134p $11.95 (5 and up) Fic

1 Jews—Fiction 2 New York (N.Y.)—Fiction
ISBN 0-385-17607-4 LC 82-45208

"Rifka Zelitsky eagerly becomes Ruth when she arrives with her mother on New York's lower East Side from Russia during the early 1900s. They join her father who had preceded them; when he dies, the mother goes to work in the garment center. Ruth yearns to be a genuine American and burns with embarrassment over her mother's greenhorn ways. When the woman joins pickets and is arrested as a striker, Ruth can't bear the shame. The prim teacher the girl emulates and idolizes damns strikers as criminal, unAmerican." Publ Wkly

"The story gives a vivid picture of Jewish immigrants in New York at the turn of the century, as well as of the generation gap and the different ways in which newcomers adjusted to cultural change. The characters are strongly drawn, the writing style informal but controlled, the period convincingly recreated." Bull Cent Child Books

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O'Dell, Scott, 1903-1989—*Continued*

Sarah Bishop. Houghton Mifflin 1980 184p $13.95; Scholastic pa $2.75 Fic

1. United States—History—1775-1783, Revolution—Fiction 2. American loyalists—Fiction 3. Wilderness survival—Fiction 4. New York (State)—Fiction

ISBN 0-395-29185-2; 0-590-42298-7 (pa)

LC 79-28394

"Surrounded by war, prejudice, and fear, fifteen-year-old Sarah Bishop quietly determines to live her own kind of life in the wilderness that was Westchester County, New York, during the Revolution. Orphaned Sarah plucks up her courage when she is wrongfully dealt with by both the American and British forces, and she creates a home for herself and her animal friends in the forest near Long Pond." Child Book Rev Serv

"Despite a series of highly dramatic incidents, the story line is basically sharp and clear; O'Dell's messages about the bitterness and folly of war, the dangers of superstition, and the courage of the human spirit are smoothly woven into the story, as are the telling details of period and place." Bull Cent Child Books

The serpent never sleeps; a novel of Jamestown and Pocahontas; illustrations by Ted Lewin. Houghton Mifflin 1987 227p il $15.95; Fawcett Bks. pa $2.95 Fic

1. Pocahontas, d. 1617—Fiction 2. United States—History—1600-1775, Colonial period—Fiction

ISBN 0-395-44242-7; 0-449-70328-2 (pa) LC 87-3026

"Serena sails on the 'Sea Venture' to follow young Anthony Foxcroft, who is running away from prison. Serena is infatuated with him and is not over the infatuation until he dies. The background is Jamestown and Serena is involved with and befriends Pocahontas, but the main focus is on Serena and her problems." Voice Youth Advocates

"The credibility of this novel lies not in the heroine, and far less in the immature hero, handsome Anthony Foxcroft, but rather in the stark grim reality of the sheer survival in the inhospitable Jamestown wilderness. O'Dell's portrayal relates the privations and dangers of every side. . . . The fictional character development is weak; it is the historical characters and incidents that drive the plot forward." Booklist

Sing down the moon Fic

1. Navajo Indians—Fiction

Some editions are:

ABC-CLIO $15.95 Large print edition (ISBN 1-55736-142-8)
Dell pa $2.95 (ISBN 0-440-97975-7)
Houghton Mifflin $12.95 (ISBN 0-395-10919-1)

First published 1970 by Houghton Mifflin

This story is told "through the eyes of a young Navaho girl as she sees the rich harvest in the Canyon de Chelly in 1864 destroyed by Spanish slavers and the subsequent destruction by white soldiers which forces the Navahos on a march to Fort Sumner." Publ Wkly

"There is a poetic sonority of style, a sense of identification, and a note of indomitable courage and stoicism that is touching and impressive." Saturday Rev

Streams to the river, river to the sea; a novel of Sacagawea Fic

1. Sacagawea, 1786-1884—Fiction 2. Lewis and Clark Expedition (1804-1806)—Fiction 3. Indians of North America—Fiction

Some editions are:

Hall, G.K. & Co. $14.95 Large print edition (ISBN 0-8161-4811-2)
Houghton Mifflin $14.95 (ISBN 0-395-40430-4)
Macmillan pa $3.95 (ISBN 0-02-044665-9)

First published 1986 by Houghton Mifflin

"This is the story of the Shoshone girl who served as an interpreter for the Lewis & Clark expedition. Sacagawea narrates the story, beginning with her abduction, as a young teenager, by the Minnetarees. From this tribe she is married to a French trader, Toussaint Charbonneau, with whom she has a child. When Lewis & Clark arrive at the Indian camp on their way up the Mississippi River, they hire Charbonneau as a guide, and Sacagawea accompanies the expedition to interpret while traveling through Shoshone territory. She relates the ordeals of the trip, descriptions of the land and Indian life, and her growing feelings for Captain Clark." Voice Youth Advocates

"An informative and involving choice for American history students and pioneer-adventure readers." Bull Cent Child Books

Zia. Houghton Mifflin 1976 179p $14.95; Dell pa $2.95 Fic

1. Indians of North America—Fiction 2. Missions, Christian—Fiction

ISBN 0-395-24393-9; 0-440-99904-9 (pa)

LC 75-44156

Sequel to: Island of the Blue Dolphins, entered above

"Taking the point of view that Karana is still on the island, [the author] invents a niece for her in the character of Zia, a young Indian who lives at the Santa Barbara Mission and who dreams of sailing to the island to rescue her aunt. After one thwarted attempt to get there, and imprisonment for helping some fellow Indians flee the Mission, Zia finds her dream realized. A sea captain and a priest bring Karana from Dolphin Island—and haltingly, the two women are reunited." N Y Times Book Rev

"Zia is an excellent story in its own right, written in a clear, quiet, and reflective style which is in harmony with the plot and characterization. While not action filled, readers are drawn compellingly on, and there are some beautifully vivid word pictures and a reasonable amount of background information on 18th century California Mission life well integrated." SLJ

O'Hara, Mary, 1885-1980

My friend Flicka; illus. by Dave Blossom Fic

1. Horses—Fiction 2. Ranch life—Fiction 3. Wyoming—Fiction

Some editions are:

ABC-CLIO $13.95 Large print edition (ISBN 1-85089-901-0)
HarperCollins Pubs. pa $2.95 (ISBN 0-06-808902-7)
Lippincott $15.45 (ISBN 0-397-00981-X)

First published 1941 by Lippincott

322.4 Political action groups

Chalmers, David M.

Hooded Americanism; the history of the Ku Klux Klan. [2d ed.] Watts, F. 1981 477p $13.95 322.4

1 Ku Klux Klan (1865-1876) 2 Ku Klux Klan (1915-)
ISBN 0-531-09931-8 LC 80-19746

First published 1965 by Doubleday

This book recounts the history of the Klan. It describes the sociological and psychological forces behind the Klan, and sets forth its dogmas

"The book is written in a breezy, journalistic style Especially instructive and sobering is Chalmers' account of the role of the Klan in politics." J Am Hist

Includes bibliography

Cook, Fred J.

The Ku Klux Klan; America's recurring nightmare. Messner 1980 159p illus lib. bdg. $9.79 322.4

1 Ku Klux Klan (1865-1876) 2 Ku Klux Klan (1915-)
ISBN 0-671-34066-7 LC 80-19325

This is an "investigative history of the Klan, which tracks the group's evolution from a post-Civil War social club to its contemporary activism and propagandistic efforts to enlist teenagers in its ranks. Concentrating largely, though not exclusively, on Klan activities against blacks in the South, the author identifies individuals instrumental in Klan history and pinpoints events and issues that have served as Klan fodder over the years." Booklist

"Well organized and competently written, the book has an objective tone despite the author's opinion of the Ku Klux Klan (as indicated by the title) and is lucid and informative, a bibliography and an index are appended." Bull Cent Child Books

Erikson, Erik H.

Gandhi's truth; on the origins of militant nonviolence. Norton 1969 474p hardcover o.p. 1987; paperback available $4.95 (ISBN 0-393-00741-3) 322.4

1 Passive resistance 2 Gandhi, Mahatma LC 68-54964

In this psychoanalytic study, Erikson identifies an early incident (a strike and fast in which Gandhi participated) as crucial in the molding of Gandhi as a leader and nonviolent militant

"Remarkable are the personal insights Erikson reveals in the writing of a psychoanalytic interpretation of history He writes superlatively, demonstrating anew the merit of psychoanalytic theory as well as how its techniques can fruitfully be used in historical pursuits." Choice

Includes bibliographic references

Gandhi, Mohandas K.

Gandhi on non-violence; selected texts from Mohandas K. Gandhi's non-violence in peace and war; ed. with an introduction by Thomas Merton. New Directions 1965 82p pa $4 322.4

1 Passive resistance 2 India—Politics and government
ISBN 0-8112-0097-3 LC 65-15672

"A New Directions paperbook"

"In a perceptive introductory essay, a Christian writer on mysticism considers Gandhi's ideas, not in relation to their Indian context, but in terms of their applicability to all men's lives. Brief quotations from Gandhi's writings make up most of the book." Asia: A Guide to Paperbacks

Meltzer, Milton

Ain't gonna study war no more; the story of America's peace seekers. Harper & Row 1985 282p illus $12.25, lib. bdg. $11.89 322.4

1 Pacifism 2 Military service, Compulsory—Draft resisters
ISBN 0-06-024199-3; 0-06-024200-0 LC 84-48337

"There is some preliminary material about peace through recorded history, but the focus is on individuals, organizations, movements, and religious groups that have opposed war in the history of our own country and that have often suffered for their actions or convictions The book concludes with a chapter in which Meltzer considers the perils of the future and nuclear disarmament." Bull Cent Child Books

The author's "clear, provocative interpretation will disturb many, frighten some, inspire others. In all libraries it should stand alongside more traditional histories as an impetus to young people's development of their own ideas." Voice Youth Advocates

Includes bibliography

The truth about the Ku Klux Klan. Watts, F. 1982 120p illus lib. bdg. $10.90 322.4

1 Ku Klux Klan (1915-)—History
ISBN 0-531-04498-X LC 82-8532

In this study of the Ku Klux Klan, the author "looks at the origins of the organization and why it has risen to prominence four different times in our country's history His basic theme—that the Klan stands for violence or the threat of violence—is brought home as he discusses some of the appallingly sadistic crimes (whippings, castrations, murder) perpetrated against those viewed as Klan enemies—blacks, Jews, and Catholics, to name the most prominent." Booklist

"Meltzer, in his usual style of careful documentation and serious analysis, has written a sobering report that concludes with an itemized listing of KKK attacks and atrocities in the last few years, he concludes with two chapters that discuss what sorts of people join the organization and why." Bull Cent Child Books

Includes bibliography

Sims, Patsy

The Klan. Stein & Day 1978 355p illus hardcover o.p. 1987; paperback available $10.95 (ISBN 0-8128-6096-9) 322.4

1 Ku Klux Klan (1915-) LC 77-2335

The author "carefully defrocks and unfolds the mysteries, mystique, and activities of the Ku Klux Klan. Her narrative is a revealing and intelligent commentary intertwined with interviews of the Grand Dragons, officers, and members of Klans across the United States. The work shows some excellent research and reporting of events, as she pays strict attention to the history and the actual 'documented' activities of the Klans as well as the boasts and popular beliefs of its members. Fascinating and informative reading." Booklist

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Hillerman, Tony—*Continued*

"Jim Chee of the Navajo Tribal Police is drawn into the mystique of the Hopi tribal ways, which are very different from his own, as he follows a trail that leads him to a father seeking revenge for his son's death, a corrupt lawman and a fortune in cocaine." Publ Wkly

"Fascinating background and atmosphere makes something special out of an otherwise ordinary story." Libr J

The Ghostway. Harper & Row 1985 c1984 213p $13.45

ISBN 0-06-015396-2 LC 84-488165

"A Harper novel of suspense"

Originally published 1984 in a limited edition by Dennis McMillan Publications

"The story concerns Navaho tribal detective Jim Chee's pursuit of the men who killed three Navaho of the Turkey clan. Chee solves the murders through his knowledge of the Indian way of life, which is gradually being eroded by white culture. As Navaho rituals help to solve Chee's murders, they also reinforce his doubts about the Indian in him. In an entertaining and fact-filled narrative, Hillerman offers a good look at the plight of contemporary Indians in the West. It is an engrossing and intelligent book for mystery fans and armchair anthropologists alike." Booklist

The Joe Leaphorn mysteries; three classic Hillerman mysteries featuring Lt. Joe Leaphorn. Harper & Row 1989 499p $16.45

ISBN 0-06-016174-4 LC 89-45079

An omnibus edition of three titles entered separately

Contents: The blessing way; Dance hall of the dead; Listening woman

Listening woman. Harper & Row 1978 200p o.p.

LC 77-11788

"A Joan Kahn-Harper novel of suspense"

In this novel detective "Joe Leaphorn of the Navajo Tribal Police . . . [is] tracking down the murderer of a harmless old man and searching for a missing helicopter used for the getaway in a Brinks-style robbery pulled off by a militant Indian-rights group called the Buffalo Society. The desecration of some ritual sand paintings and the rumor of a sacred cave lead Leaphorn into a violent confrontation with the fanatical Buffalo Society. The terrorists are plotting to avenge the victims of a long-forgotten atrocity by recreating it—with white children as the pawns—in a vicious kidnapping/mass-murder scheme." N Y Times Book Rev

also in Hillerman, T. The Joe Leaphorn mysteries

People of Darkness. Harper & Row 1980 202p o.p.

LC 80-7605

"A Joan Kahn book"

"Navajo Tribal Police Detective Jim Chee, constantly confronted by the split between the ways of the Indian and those of the white man, is led into an investigation that challenges and torments him. A wealthy woman asks Chee to find a stolen box of keepsakes, which contains the key to a mysterious Navajo cult called 'The People of Darkness,' a buried Indian, peyote abuse, and danger. Hillerman has written an absorbing mystery and a fascinating cultural study." Booklist

Skinwalkers. Harper & Row 1987 216p $15.95

ISBN 0-06-015695-3 LC 86-45600

Also available Thorndike Press large print edition $16.95 (ISBN 0-89621-786-8)

The author "brings his Navaho policemen Lieutenant Joe Leaphorn and Detective Jim Chee together in a tale involving Indian mysticism and folklore as well as murder. Leaphorn has three unsolved murders to contend with, and then an attempt is made on Chee's life. Much to Leaphorn's dismay bone bead figures are the sole clues found, indicating the work of a skinwalker or witch. Hillerman's Leaphorn and Chee novels convey the Navaho culture with all its intricacies set forth in a meaningful way." Libr J

Talking God. Harper & Row 1989 239p $17.95

ISBN 0-06-016118-3 LC 88-45914

Also available Thorndike Press large print edition $19.95 (ISBN 0-89621-895-3)

This "complex tale hinges on the mysterious murder of a man in shiny old shoes who was apparently killed on his way to an ancient tribal ceremony. Leaphorn and Chee's investigation reveals a conflict over ceremonial masks, which in turn takes them from their familiar New Mexico haunts to Washington, D.C., where they must foil an assassination attempt. As in his previous works, Hillerman combines P. D. James' taut, precise narrative style with a consistently sensitive portrayal of the native American experience. The rural landscapes shimmer with realism, while the plot is crafted with skill and passion, like the masks that figure so strongly in the action." Booklist

A thief of time; a novel. Harper & Row 1988 209p $15.95

ISBN 0-06-015938-3 LC 87-46147

Also available G.K. Hall large print edition $18.95 (ISBN 0-8161-4699-3)

In this novel "Lieut. Joe Leaphorn and Officer Jim Chee of the Navajo Tribal Police . . . combine forces . . . in the search for a missing archeologist, Prof. Eleanor Friedman-Bernal. A specialist in Anasazi pots, she's on the verge of a major breakthrough—the identification of a specific artist, dead a thousand years—when, beneath a full desert moon, she seems simply to vanish." N Y Times Book Rev

"It is the complex relationship between Leaphorn and Chee and the rich view of Navaho culture that give the book its depth and resonance." Booklist

Hilton, James, 1900-1954

Good-bye Mr. Chips; illustrated by H.M. Brock. Little, Brown 1962 c1934 132p il $14.95

ISBN 0-316-36420-7

"An Atlantic Monthly Press book"

First published 1934

Gentle, humorous Mr. Chipping had been known familiarly to three generations of English schoolboys at Brookfield, as Mr. Chips. As he sat in his pleasant room across from the entrance to the school Mr. Chips recalled his life there, the jokes he had made which had become classics, the thousands he had known and regarded as his boys. And just as gently as he lived he faded smilingly out of life

Stewart, John, 1962—*Continued*

"Stewart's organization and his index, which purports to list over 10,500 names, make his work an indispensable addition to collections for specialists and generalists." Libr J

970.004 North American native races

Waldman, Carl

Encyclopedia of Native American tribes; illustrations by Molly Braun. Facts on File 1988 293p illus $35 970.004

1 Indians of North America—Dictionaries
ISBN 0-8160-1421-3 LC 86-29066

"In addition to the 140 individual tribes discussed, there are general entries for regional groupings, such as Southeast Indians and Subarctic Indians. The main entries are in alphabetical order by tribe or region. Major tribes, either in terms of present-day numbers or historical significance, receive longer treatments. . . . Entries provide an overview of tribal culture and history up to the present time. Over three hundred color illustrations will encourage browsing use." Am Ref Books Annu, 1989

For a fuller review see: Booklist, Mar. 15, 1988

971 Canada

Canada, by the editors of Time-Life Books. Time-Life Bks. 1988 160p illus maps (Library of nations) $15.95 971

1 Canada LC 87-33641

This book covers the history, geography, people, culture and economy of Canada

Includes bibliography

972.8 Central America

Nuccio, Richard

What's wrong, who's right in Central America? [By] Richard A. Nuccio. 2nd ed. Holmes & Meier 1989 170p illus maps pa $14.95 972.8

1 Central America—Foreign relations—United States 2 United States—Foreign relations—Central America
ISBN 0-8419-1177-0 LC 89-1796

Earlier edition entered in main catalog

First published 1986. The 1989 edition has been updated to include recent events in Central America

972.97 Leeward Islands

Kincaid, Jamaica

A small place. Farrar, Straus & Giroux 1988 81p $13.95 972.97

1 Antigua (Antigua and Barbuda)
ISBN 0-374-26638-7 LC 88-376

Kincaid addresses foreign visitors to her country, the island of Antigua. In this essay, the author discusses the poverty and political corruption of the island, which she views as a legacy of British colonialism and also as a result of an economy controlled by tourism

"The book reveals what most white tourists would never see: latent discontent bubbling beneath the picturesque tropical surface, a blend of economic distress and new, more subtle racial tensions experienced by black residents in a highly volatile fashion. A bleak travelogue fueled by fire, passion, and love." Booklist

973 United States

Burns, James MacGregor

The crosswinds of freedom. Knopf 1989 864p (The American experiment v3) $35 973

1 United States—History
ISBN 0-394-51276-6 LC 88-454016

Final volume of the author's three-volume history of the United States. Earlier volumes: The vineyard of history and The workshop of democracy, entered in main catalog

The coverage in this volume "extends from FDR's nomination to the presidency in 1932 to the election of George Bush. . . . Chapters broadly delineate the civil rights, feminist and student movements, Vietnam, cultural and technological ferment." Publ Wkly

Includes bibliographic references

Handlin, Oscar

Liberty in America, 1600 to the present: v2 Liberty in expansion, 1760-1850 [by] Oscar and Lilian Handlin. Harper & Row 1989 481p $24.95 973

1 United States—History
ISBN 0-06-039032-1 LC 85-45997

Earlier volume covering the years 1600-1760, entered in main catalog

"A Cornelia & Michael Bessie book"

"In this second installment in a projected four-volume history, the authors suggest that Americans fell back on their own resources when state and federal governments failed to provide various forms of support and regulations that the fledgling immigrant nation needed. . . . This searching socio-political history explores hidden crevices of the past—changing family structures, newspapers, jingoism, crime, the legal system, poverty, housing conditions—among a restless people pushing ever westward." Publ Wkly

Shenkman, Richard

Legend, lies, and cherished myths of American history. Morrow 1988 202p $15.95 973

1 United States—History—Miscellanea
ISBN 0-688-06580-5 LC 88-9293

The author "debunks a host of popular myths associated with U.S. history. From the Founding Fathers to the Reagan presidency, heretofore undisputed facts are exposed as fiction. Misquotes, misinterpretations, and downright fabrications are all duly recorded in an amusing and illuminating fashion. An irresistible browsing item." Booklist

973.2 U.S.—Colonial period, 1607-1775

Hawke, David Freeman

Everyday life in early America. Harper & Row 1988 195p illus (Everyday life in America) $16.95, pa $7.95 973.2

1 United States—History—1600-1775, Colonial period 2 United States—Social life and customs
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14 MYLAR JACKET JA	☐ Attached to book (dust jacket, when available, inserted into sized Mylar jacket and attached to book.)	1 No Mylar jacket.	2 Mylar jacket, unfastened.
15 BOOK POCKET & BOOK CARD PO	☐ Complete with author, title, and call number, attached to back flyleaf.	1 Attached to front flyleaf.	2 Unfastened.
16 SPINE LABEL LA	☐ Complete with call number, attached to spine of book (or dust jacket when available) with bottom of label two inches from bottom of book.	1 Blank, unfastened. 2 Printed, unfastened.	3 Printed, attached to book, (never on dust jacket).

BEST COPY AVAILABLE

THEFT-DETECTION SPECIFICATIONS

17	STANDARD	3M Tattle-Tape Book Detection System: 1 Type DS—sensitized/desensitized—single adhesive to be inserted in book spine. 2 Type DS—sensitized/desensitized—double adhesive to be inserted between pages in the gutter of the book. 3 Type SS—permanently sensitized—single adhesive inserted in book spine. 4 Type SS—permanently sensitized—double adhesive to be inserted between pages in the gutter of the book. Checkpoint—MKII/Check Labels 5 Single adhesive—applied behind book pocket. 6 Single adhesive—applied behind book plate. Gaylord/Magnavox—dual purpose detection tags: 7 Pressure-sensitive—placed behind book pocket. 8 Pressure-sensitive—placed behind book jacket cover.

The Sales Department of one of these conveniently located library service centers will be happy to fill your orders and give you any assistance you may need.

EASTERN DIVISION
50 Kirby Avenue
Somerville, New Jersey 08876
201-722-8000

SOUTHERN DIVISION
Mt. Olive Road
Commerce, Georgia 30599
404-335-5000

WESTERN DIVISION
380 Edison Way
Reno, Nevada 89564
702-786-6700

MIDWESTERN DIVISION
Gladiola Avenue
Momence, Illinois 60954
815-472-2444

B&T

Printed in U.S.A. B-1/81

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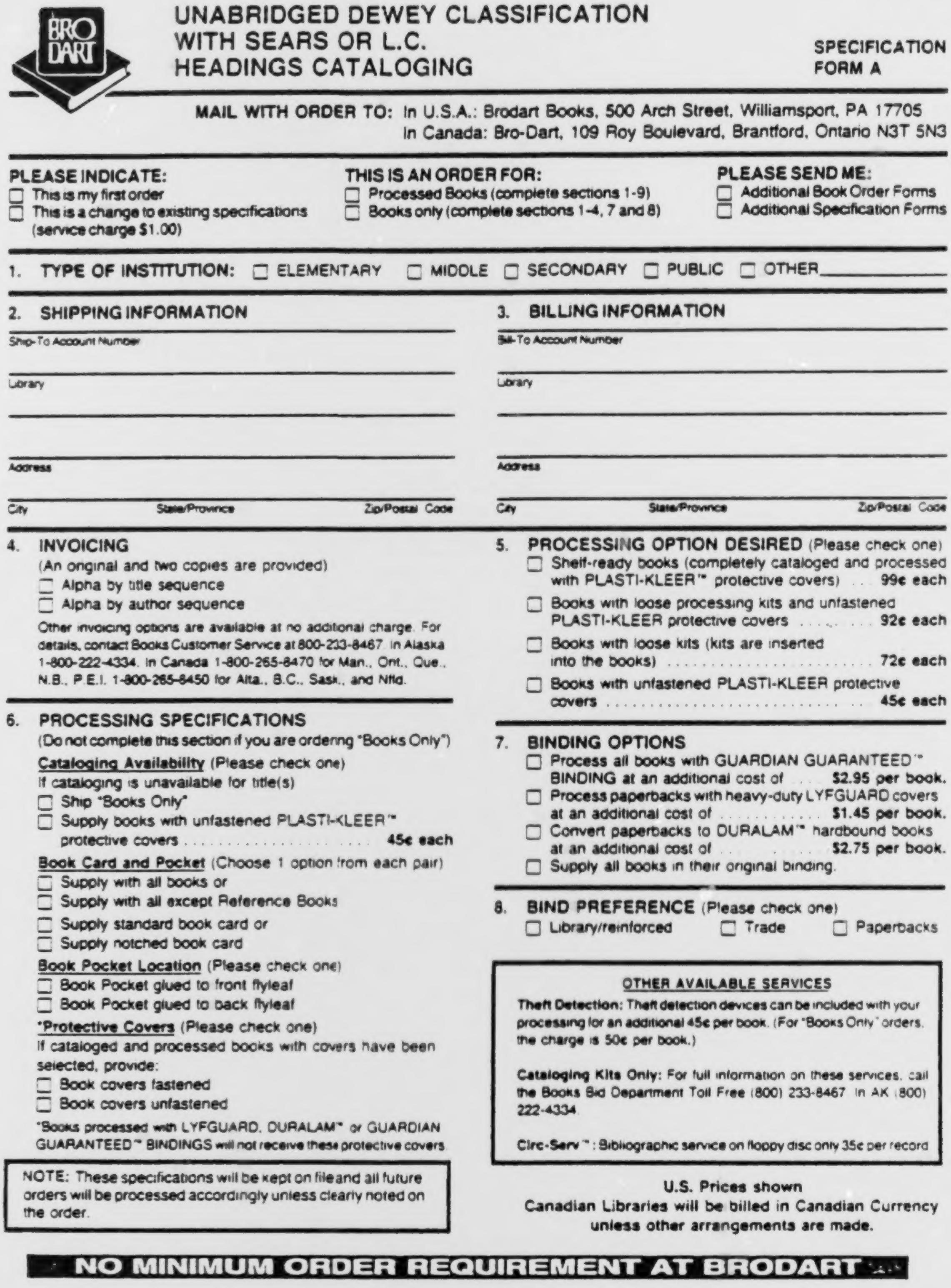

BRO DART

UNABRIDGED DEWEY CLASSIFICATION WITH SEARS OR L.C. HEADINGS CATALOGING

SPECIFICATION FORM A

MAIL WITH ORDER TO: In U.S.A.: Brodart Books, 500 Arch Street, Williamsport, PA 17705
In Canada: Bro-Dart, 109 Roy Boulevard, Brantford, Ontario N3T 5N3

PLEASE INDICATE:
- ☐ This is my first order
- ☐ This is a change to existing specifications (service charge $1.00)

THIS IS AN ORDER FOR:
- ☐ Processed Books (complete sections 1-9)
- ☐ Books only (complete sections 1-4, 7 and 8)

PLEASE SEND ME:
- ☐ Additional Book Order Forms
- ☐ Additional Specification Forms

1. TYPE OF INSTITUTION: ☐ ELEMENTARY ☐ MIDDLE ☐ SECONDARY ☐ PUBLIC ☐ OTHER ____________

2. SHIPPING INFORMATION

Ship-To Account Number ____________

Library ____________

____

Address ____________

City ____ State/Province ____ Zip/Postal Code ____

3. BILLING INFORMATION

Bill-To Account Number ____________

Library ____________

____

Address ____________

City ____ State/Province ____ Zip/Postal Code ____

4. INVOICING

(An original and two copies are provided)
- ☐ Alpha by title sequence
- ☐ Alpha by author sequence

Other invoicing options are available at no additional charge. For details, contact Books Customer Service at 800-233-8467. In Alaska 1-800-222-4334. In Canada 1-800-265-8470 for Man., Ont., Que., N.B., P.E.I. 1-800-265-8450 for Alta., B.C., Sask., and Nfld.

6. PROCESSING SPECIFICATIONS

(Do not complete this section if you are ordering "Books Only")

Cataloging Availability (Please check one)

If cataloging is unavailable for title(s)
- ☐ Ship "Books Only"
- ☐ Supply books with unfastened PLASTI-KLEER™ protective covers .... **45¢ each**

Book Card and Pocket (Choose 1 option from each pair)
- ☐ Supply with all books or
- ☐ Supply with all except Reference Books
- ☐ Supply standard book card or
- ☐ Supply notched book card

Book Pocket Location (Please check one)
- ☐ Book Pocket glued to front flyleaf
- ☐ Book Pocket glued to back flyleaf

***Protective Covers** (Please check one)

If cataloged and processed books with covers have been selected, provide:
- ☐ Book covers fastened
- ☐ Book covers unfastened

*Books processed with LYFGUARD, DURALAM™ or GUARDIAN GUARANTEED™ BINDINGS will not receive these protective covers.

NOTE: These specifications will be kept on file and all future orders will be processed accordingly unless clearly noted on the order.

5. PROCESSING OPTION DESIRED (Please check one)
- ☐ Shelf-ready books (completely cataloged and processed with PLASTI-KLEER™ protective covers) ... **99¢ each**
- ☐ Books with loose processing kits and unfastened PLASTI-KLEER protective covers .... **92¢ each**
- ☐ Books with loose kits (kits are inserted into the books) .... **72¢ each**
- ☐ Books with unfastened PLASTI-KLEER protective covers .... **45¢ each**

7. BINDING OPTIONS
- ☐ Process all books with GUARDIAN GUARANTEED™ BINDING at an additional cost of .... **$2.95 per book.**
- ☐ Process paperbacks with heavy-duty LYFGUARD covers at an additional cost of .... **$1.45 per book.**
- ☐ Convert paperbacks to DURALAM™ hardbound books at an additional cost of .... **$2.75 per book.**
- ☐ Supply all books in their original binding.

8. BIND PREFERENCE (Please check one)

☐ Library/reinforced ☐ Trade ☐ Paperbacks

OTHER AVAILABLE SERVICES

Theft Detection: Theft detection devices can be included with your processing for an additional 45¢ per book. (For "Books Only" orders, the charge is 50¢ per book.)

Cataloging Kits Only: For full information on these services, call the Books Bid Department Toll Free (800) 233-8467. In AK (800) 222-4334.

Circ-Serv™: Bibliographic service on floppy disc only 35¢ per record

U.S. Prices shown
Canadian Libraries will be billed in Canadian Currency unless other arrangements are made.

NO MINIMUM ORDER REQUIREMENT AT BRODART

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UNABRIDGED DEWEY CLASSIFICATION WITH SEARS OR L.C. HEADINGS CATALOGING

SPECIFICATION FORM A

9. Select either the standard or one alternate for each item.

CATEGORY		STANDARD	ALTERNATE
SUBJECT HEADINGS		☐ Library of Congress	☐ Sears ☐ None
CATALOG CARDS (A title card is always provided)		☐ Numbered ☐ One set per book	☐ Unnumbered ☐ One set per title
MAIN ENTRY CARDS	301	☐ 2 provided with each card set at no extra charge	☐ Specify 3-9 per set ______ (first two are included in kit charges; subsequent cards are 4¢ each)

Provide this quantity of additional catalog card kits @ $ .69 per set ______.

Fill in the following sections only if you have chosen numbered cards.

FICTION	Classification	102	☐ No classification	☐ F ☐ Dewey (800-899) ☐ FIC ☐ FICTION
	Author Letters	110	☐ None	☐ 1 ☐ 2 ☐ 3
NON-FICTION	Classification	100	☐ Unabridged Dewey Number	☐ No Classification Number
	Classification Number Length	137	☐ Not to Exceed Three Digits Past Decimal	☐ Full Dewey Number ☐ Cut At 1st Prime Mark ☐ 2nd
	Author Letters	115	☐ 1	☐ 2 ☐ 3 ☐ None
EASY FICTION	Classification	105 106	☐ Same as your choice for fiction	☐ F ☐ FICTION ☐ E ☐ FIC ☐ None
	Author Letters	113 118	☐ Same as your choice for fiction	☐ 1 ☐ 3 ☐ 2 ☐ None
STORY COLLECTION	Classification	143	☐ Same as your choice for fiction	☐ SC-3 author letters ☐ SC-no author letters ☐ None
INDIVIDUAL BIOGRAPHY	Classification	103	☐ B	☐ 92 ☐ Subject Dewey ☐ 921 ☐ None ☐ Dewey (920-928)
	Biographee's Letters	120	☐ Complete surname	☐ 1 ☐ 3 ☐ 2 ☐ None
	Author Letters	123	☐ Not provided	☐ 1 ☐ 3 ☐ 2 ☐ None
COLLECTIVE BIOGRAPHY	Classification	104	☐ 920	☐ 92 ☐ Subject Dewey ☐ Dewey (920-928) ☐ None
	Author Letters	126	☐ 1	☐ 2 ☐ 3 ☐ None
PREFIXES	Reference	143	☐ No prefix provided	☐ R ☐ REF
	Juvenile	141	☐ No prefix provided	☐ J ☐ JUV

NOTE: These specifications will be kept on file and all future orders will be processed accordingly unless clearly noted on the order.

PURCHASING: Attach to your purchase order. Necessary information to complete your order.

Follett Complete Processing Order Form

NOTE: **Do not complete this form if you have filled out page XII.**

Complete Processing Order Form
Processed Books Are Not Returnable

Name of person originating this purchase order__________

Business phone number ( ) - __________ Our order MUST NOT EXCEED $__________

Home phone number ( ) - __________ SHIP TO: (if different)

Purchase order number__________ School Name __________

BILL TO:__________ Address __________

__________ City__________ State_____ Zip_____

Address __________ ATTENTION:__________

City __________ State_____ Zip_____

ATTENTION:__________

Circle Desired Invoice Sequence: Title Author Original Sequence Copies of invoice needed # _____

SHELF READY PROCESSED BOOKS

Your processing instructions, including pocket name, will be kept on our data base for future reference.

☐ @ 79¢ Shelf Ready Processing includes mylar on books with DUST JACKETS ONLY. Also, borrower's card, 7 catalog cards, book pocket and spine label. (CIRCLE pocket location and method of affixing mylar.)

☐ @ 89¢ Shelf Ready Processing includes mylar jacket on ALL books, book pocket, borrower's card, 7 catalog cards, and spine label. (CIRCLE pocket location and method of affixing mylar.)

☐ @ 75¢ Shelf Ready Processing without mylar jacket includes protective tape over spine label. Also includes borrower's card, 7 catalog cards, and book pocket. (CIRCLE pocket location below.) Please note, dust jackets will be mailed under separate cover.

OR

☐ Leave dust jacket on the book and affix spine on the dust jacket

DO-IT-YOURSELF CATALOGING

☐ @ 58¢ Complete Catalog Kit with purchase of books. Includes 7 catalog cards, spine label, borrower's card and a self-adhesive book pocket.

CIRCLE ONE: Per Title Per Book

☐ @ 05¢ Extra Shelf List Card (Please indicate on every order)

☐ Indicate here if NO price should be listed on the borrower's card

If you are interested in barcodes or MicroLIF see page X.

If you have selected processing, please circle information below.

Pocket Location: (Circle One)	**Back Flyleaf** **Back Inside Cover** **Front Flyleaf**	**Front Inside Cover** ***Unfastened***	**Mylar should be: (Circle One)**	**Taped**	*** Unfastened***

NOTE:

☐ * If you have chosen to leave your pockets and mylar unfastened, indicate here if you want your spine labels unfastened also. Otherwise, they will automatically be attached.

THEFT DETECTION

☐ @35¢ THEFT DETECTION device installed with purchase of processed books.

☐ @ 20¢ Install customer supplied materials. Circle One: 3-M Knogo Checkpoint (Frequency No. __ __)

Special Services From Follett - At No Additional Charge

We will print the name of your school, or whatever wording you prefer, on your self-adhesive book pocket. Fill in the spaces the way you want your pockets to appear. Limit 2 lines-30 characters including spaces.

(COMPUTERIZED LIBRARIES: First line of this information will appear on your barcode labels.) See page X.

_ _

_ _

☐ I am an Accession # user. Please start sequence at # __ __ __ __ __ __ __ (limit 7 numbers.)

☐ Use next number on Follett's Accession Number File.

EL1390

PURCHASING: Attach to your purchase order. Necessary information to complete your order.

Follett Customized Processing Order Form

Customized Processing Order Form
Processed Books Are Not Returnable

If our Complete Processing Options do not meet your needs, you may "Choose Only What You Need".
NOTE: Do not complete this form if you have filled out previous page.

Name of person originating this purchase order ____________________

Business phone number ( ) - ____________ Our order MUST NOT EXCEED $ ____________

Home phone number ( ) - ____________ SHIP TO: (if different)

Purchase order number ____________ School Name ____________

BILL TO: ____________ Address ____________

____________ City ____________ State ______ Zip ______

Address ____________ ATTENTION: ____________

City ____________ ______ ______

ATTENTION: ____________

Circle Desired Invoice Sequence: Title Author Original Sequence Copies of invoice needed # ______

CHOOSE ONLY WHAT YOU NEED

* BOOK POCKET
@ 20¢
(Circle Pocket Location Below)

* SPINE LABEL
@ 5¢

MYLAR JACKET "SELECT ONE"
(Handling Charge included)
@ 30¢ All books
@ 20¢ Books with dust jackets only
(Circle Securing Method Below)

*** Add 20¢ handling charge per book if any starred items are to be attached without mylar.**

If you wish to have pocket or mylar attached, please circle information below.

Pocket Location: (Circle One)	Back Flyleaf Back Inside Cover Front Flyleaf	Front Inside Cover *Unfastened*	Mylar should be:	Taped	*Unfastened*

If you want barcodes or MicroLIF see page X

CATALOG CARDS @ 40¢ (7 Laser Printed Cards including shelflist)	BORROWER'S CARD @ 5¢	SHELFLIST CARD ONLY @ 5¢

☐ Indicate here if NO price should be listed on the borrower's card

THEFT DETECTION

☐ @35¢ THEFT DETECTION device installed. Circle One: 3-M Knogo Checkpoint (Frequency No. ___ ___)

☐ @20¢ Install Customer supplied materials. Circle One: 3-M Knogo Checkpoint (Frequency No. ___ ___)

Special Services From Follett - At No Additional Charge

We will print the name of your school, or whatever wording you prefer on your self-adhesive book pocket. Fill in spaces the way you want your pockets to appear. Limit 2 lines-30 characters including spaces per line.
(COMPUTERIZED LIBRARIES. First line of this information will appear on your barcode labels.) See page X.

— —

— —

☐ I am an Accession # user. Please start sequence at # __ __ __ __ __ __ __ (limit 7 numbers.)

☐ Use next number on Follett's Accession Number File.

Cataloging Kit Options

The first option under each classification below will be used if no other options are checked.

☐ USE OPTIONS ON FILE FROM MY LAST ORDER ☐ THESE ARE NEW OPTIONS

1. **SUBJECT HEADINGS**

☐ Library of Congress Subject Headings

☐ 1. Sears List of Subject Headings.

CLASSIFICATION - choose only one in each class

STANDARD OPTION ALTERNATE OPTIONS

2. **FICTION**

☐ F with first three letters of author's surname.

☐ 1. FIC with first three letters of author's surname.
☐ 2. First three letters of author's surname only.
☐ 3. No call number.
☐ 4. Catalog cards unmarked, pocket and book cards unmarked, spine label with FIC and first three letters of author's surname.
☐ 5. F with first two letters of author's surname.
☐ 6. FIC with first two letters of author's surname.
☐ 7. First two letters of author's surname only.
☐ 8. F with first letter of author's surname.
☐ 9. FIC with first letter of author's surname.
☐ A. F only.
☐ B. FIC only.
☐ C. First letter of author's surname only.
☐ D. Author's surname only.
☐ E. F with author's surname.
☐ F. FIC with author's surname.

3. **NON-FICTION**

☐ Class number with first letter of author's surname.

☐ 1. Class number with first three letters of author's surname.
☐ 2. Class number with first two letters of author's surname.
☐ 3. No call number.
☐ 4. Class number only.
☐ 5. Class number with author's surname.

4. **INDIVIDUAL BIOGRAPHY**

☐ 92 with first three letters of biographee's surname.

☐ 1. B with first three letters of biographee's surname.
☐ 2. 921 with first three letters of biographee's surname.
☐ 3. No call number.
☐ 4. B with first two letters of biographee's surname.
☐ 5. 92 with first two letters of biographee's surname.
☐ 6. 921 with first two letters of biographee's surname.
☐ 7. B with first letter of biographee's surname.
☐ 8. 92 with first letter of biographee's surname.
☐ 9. 921 with first letter of biographee's surname.
☐ A. B with biographee's surname.
☐ B. B only.
☐ C. 92 with biographee's surname.
☐ D. 92 only.
☐ E. 921 with biographee's surname
☐ F. 921 only.
☐ G. Follow class number assigned by subject.

5. **COLLECTIVE BIOGRAPHY**

☐ 920 with first letter of author's surname.

☐ 1. 920 with first three letters of author's surname.
☐ 2. 920 with first two letters of author's surname.
☐ 3. BC with first three letters of author's surname.
☐ 4. No call number.
☐ 5. 920 with author's surname.
☐ 6. BC with author's surname.
☐ 7. Follow class number assigned by subject.

6. **EASY BOOKS (FICTION)**

☐ E with first letter of author's surname.

☐ 1. E only.
☐ 2. E with first three letters of author's surname.
☐ 3. First letter of author's surname.
☐ 4. First three letters of author's surname.
☐ 5. E with first two letters of author's surname.
☐ 6. First two letters of author's surname.
☐ 7. No call number.
☐ 8. Follow fiction option.
☐ 9. E with author's surname.
☐ A. Author's surname only.

EASY BOOKS (NON-FICTION)

Easy books with a discernible topic in a recognized field of study.

***See option #5 under #7, "Special Classification Option".**

EL1590

See back for more options.

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CLASSIFICATION - choose only one in each class

STANDARD OPTION — ALTERNATE OPTIONS

7. SPECIAL CLASSIFICATION OPTIONS

☐ No special classification option.

☐ 1. J above call number for all K-3 books.
☐ 2. J above call number for all K-8 books.
☐ 3. J above call number for all K-3 books (except Easy Books).
☐ 4. J above call number for all K-8 books (except Easy Books).
☐ 5. E above call number for all easy non-fiction.

8. STORY COLLECTIONS

☐ 808.8 with first three letters of author's surname.

☐ 1. SC with first letter of author's surname.
☐ 2. SC with first three letter's of author's surname.
☐ 3. No call number.
☐ 4. SC with first two letters of author's surname.
☐ 5. SC only.
☐ 6. Follow Fiction option.
☐ 7. 808.8 with author's surname.
☐ 8. SC with author's surname.
☐ 9. Author's surname only.
☐ A. 808.8 with first letter of author's surname.
☐ B. 808.8 with first two letters of author's surname.

9. FOREIGN LANGUAGE OPTIONS

☐ Class number assigned by subject.

☐ 1. Language code with first letter of author's surname.*
☐ 2. Language code with first two letters of author's surname.*
☐ 3. Language code with first three letters of author's surname.*
☐ 4. Language code only: FR/SP/VN/KN, etc.*
☐ 5. Language class number only.
☐ 6. Language class number with first letter author's surname.*
☐ 7. Language class number with first two letters of author's surname.*
☐ 8. Language class number with first three letters of author's surname.*
☐ 9. Language code number with class number assigned by subject.

*Language Codes include French, Spanish, Vietnamese, Korean, etc.

10. REFERENCE

☐ Class number assigned by subject.

☐ 1. R above assigned class number.
☐ 2. REF above assigned class number.
☐ 3. R only.
☐ 4. REF above the assigned class number with first three letters of author's surname.
☐ 5. REF above the assigned class number with first two letters of author's surname.
☐ 6. REF above the assigned class number with first letter of author's surname.
☐ 7. R above assigned class number with the first letter of author's surname.
☐ 8. R above assigned class number with first two letters of author's surname.
☐ 9. R above assigned class number with first three letters of author's surname.
☐ A. R above assigned class number with author's surname.

12. PROFESSIONAL BOOKS

☐ No special marking.

☐ P above class number of professional books.

IF ANY OF THE PREVIOUS OPTIONS ARE CHECKED DO NOT CHECK 1 OR 2 BELOW.

11. ALTERNATE OPTIONS

☐ We do not want alternate options.

☐ 1. All cards annotated without headings or call numbers.
☐ 2. All cards annotated with headings and without call numbers.

Catalog Cards

CATALOG CARDS

Catalog Card Support

If you're just getting started in cataloging, you'll want catalog cards from *the Source*—the Library of Congress.

Since 1901, the Library of Congress has produced quality catalog cards for libraries throughout the world. The Library's Cataloging Distribution Service has refined and expanded LC's original services over the years. Today, CDS offers libraries, corporations, and research organizations the widest range of cards and card services. We can supply you with dependable, quality cards for *research, collection development, acquisitions, catalogs . . . for any need you may have.*

Whether you have a small specialized collection or a large general one, you'll find cataloging records to meet your needs. Here's what we offer:

- Sturdy, quality cards—100% rag card stock for durability.
- More than 9.4 million records to choose from.
- MARC, Non-MARC, and Cataloging in Publication (CIP) records.

We're your National Bibliographic Service working to help you.

About the Card Service

Dependable Bibliographic Data from the Source

CDS is ready to supply you with original LC cataloging for more than 9.4 million bibliographic records from 1898 to the present. You can order LC-printed *catalog cards for books, atlases, documents, music, maps, visual materials, and serial publications.*

LC catalog cards are "unit-record" cards, that is, main entry cards without overprinted headings. They include main entry, statement of responsibility, place of publication, physical description, series statement, notes, tracings, Dewey Decimal Classification number and LC Classification number printed on standard 3"×5" (7.5 cm×12.5 cm) cards—but ours are 100% rag card stock. Ample space is provided for headers to adapt the tracings to your library's specifications.

Both MARC and Non-MARC Records

MARC cards:

CDS prints catalog cards from MARC records on demand. We print cards only in response to your order, using the most current LC cataloging records. Orders are filled from more than 4 million available MARC records.

Non-MARC cards:

These are records for all materials cataloged from 1898 to 1968 . . . audiovisual materials before 1984 . . . and materials in the Arabic, Persian, Hebrew, and Yiddish alphabets.

Records for Books About to Be Published

Catalog cards are printed from Cataloging in Publication (CIP) records whenever full MARC cataloging is not available—unless you ask for full MARC cataloging only. CIP data is prepared through an arrangement between the Library of Congress and U.S. publishers to ensure that LC cataloging is available when books are published. CIP records occasionally show minor variations from the information found on the title page of a printed book.

How to Order Cards

See page 48 for details on opening a new account, methods of payment, prepayment, opening a deposit account, mailing and shipping instructions, useful CDS phone numbers, and other information.

A *standing order service* is available for some card categories. For details, see "Standing Orders" on page 45.

1. Establish an Account

To order catalog cards, either maintain a deposit account with CDS or send a full prepayment with each order. A *New Account Application* is in the middle of this catalog.

2. Send CDS Either Lists or Card Order Forms

Send us either card order forms or lists with Library of Congress card numbers (LCCNs). The LCCN list format lets you batch orders more easily and reduces precious staff time spent preparing your orders. Read this entire section ("How to Order Cards") for all the details and options; then see page 45 for the CDS card order mailing address.

CATALOG CARDS

Please pay in advance. See page 49 for details. Once you've set up an account, you may order by sending us CDS card order forms, standardized card order forms available from vendors, or lists. **Important!** Please write your customer account number on each form or page of the list you send us.

If You Submit Lists:

A. Send Us LCCNs
If your lists contain only LCCNs, you will receive bibliographic card records matching the numbers you supplied. You will receive one set consisting of 8 copies of each entry, unless you order more than one set. Write your CDS customer account number in the top right-hand corner of each page you send us.

CDS is not responsible for incorrect numbers supplied to us—but you will not be charged for any LCCNs if a match is not found.

B. Furnish Complete Information
To ensure a maximum quantity hit-rate, make sure your lists include all of the following information:

a) Your customer account number at the top right-hand corner of each page submitted.
b) LC card number (LCCN).
c) Author (composer or editor for AV cards).
d) Title (include format for AV cards, for example: filmstrip, motion picture, etc.).
e) Place of publication.
f) Publisher ("producer" for AV cards).
g) Date (publication or copyright date).
h) Edition.
i) Series.

Please send us your lists on 8½" × 11" paper and include the following information: *LCCN:* #84-90217, *Author:* John Q. Public, etc. To help us process your orders quickly, type or print the bibliographic information and supply as much information as possible. You may list as many entries on a page as will fit, but please allow margins around the page and space between entries. If you want multiple sets of cards, write the number of sets you want beside each LCCN.

Please follow the above instructions; otherwise we may have to return your order unfilled and ask for more information.

If You Submit Card Order Forms:
For each card requested, fill out a Library of Congress card order form according to the illustration below. (Call us—we'll send you the forms.)

3. Want MARC records only? Use "Box A"

Cards printed from CIP records may occasionally show minor bibliographic variations from the information found on the title page of a printed book. Variations could include a different order for authors' names or a difference in the subtitle.

If the potential for such variations is unacceptable, just tell us to fill your orders only when full MARC records are available. To request full MARC *only*, type the number "9" in "Box A" at the top of the order form. If any other number has been preprinted in this box, type or print an "X" through the number and place the number "9" below it on the form. If you order using lists, please clearly mark specific titles or the entire list "CIP not accepted."

4. Mail Your Card Orders To:

Library of Congress
Card Control Unit
Cataloging Distribution Service
Washington, DC 20541
Telephone: (202) 707-1348
FAX: (202) 707-1334

What CDS Mails Back to You

We send you eight copies (one card set) of the LC main entry card for each LCCN. We also return your original card order forms or lists and note on the packing slip all records found, any records not found, and charges made.

Want multiple card sets? Fill out a separate order form for each card set you want. For example, if you want 32 copies of the same card, submit 4 order forms—or—if you order using lists, write the number of sets you want beside each LCCN.

Prices

For each 8-card set:

Price: MARC & CIP	70¢ per set
Price: Non-MARC	85¢ per set

Standing Orders

Standing order cards cost 15¢ per title.
CDS offers a standing order service for the following card categories:
Hebrew—vernacular cataloging
Near East—geographic area or subareas
South Asian—geographic area or subareas
Maps—sheet maps and/or atlases
Annotated Cards—juvenile cataloging
Music—sheet music, music scores, librettos, etc.
Phonorecords—cataloging for music and/or non-music phonograph records
Visual Materials—filmstrips, transparencies, slides, motion pictures

BEST COPY AVAILABLE

CATALOG CARDS

If you'd like a standing order for a particular profile, write or FAX us—(202) 707-1334—a list of the categories you desire. Your standing order will continue until you write us to request a change in your profile or to cancel. Each week we match your profile against new titles; when there is a match we send you one card.

Call us if you'd like a cost estimate for a particular profile.

Credit for Cards

1. You will get credit for any errors CDS commits. Just return any incorrect cards with a copy of the packing slip, original order form, and a statement of our error. Return the full set of cards so that we can issue you credit promptly.

2. We will also credit any cards supplied for an LCCN that is incorrectly printed in a published book. Return these cards to us with a copy of the original order form, the packing slip, and a photocopy of the title page—front and back, showing the incorrect LCCN. Please return the full set of cards so that we can issue credit promptly.

3. Sorry—we cannot give credit for cards returned for any other reason.

CDS is eager to fill your orders for Library of Congress catalog cards. If you have questions about the status of an order, call our *Card Control Unit at (202) 707-1348.* Call your CDS customer services representative directly or the *Customer Support Unit at (202) 707-6100* for answers to general questions about the catalog card service or other CDS products and services.

BASIC PERIODICAL LIST FOR SMALL LIBRARIES

This list of periodicals provides a cross section of subjects that tend to be of greatest interest to the public. If you plan to have fewer than 25 periodicals in your collection, you should probably choose from those with asterisks (*). Those titles preceded by a plus (+) are currently included in the *Readers' Guide to Periodical Literature*. Titles preceded by # are indexed in *Children's Magazine Guide*. Subscription agencies such as Ebsco or Faxon should have all the titles.

BUSINESS

* +	Business Week
+	Forbes

CHILDREN'S

#	Boy's Life
* #	Cricket
#	Kid City
	Ladybug
*	National Geographic World
#	Ranger Rick
* #	Sports Illustrated for Kids
#	3-2-1 Contact
#	Zillions

COMPUTERS

* +	Byte
	Family Computing
	Info World
+	Personal Computing

CONSUMER

* +	Consumer Reports
* +	Consumer Research Magazine
+	Kiplinger's Personal Finance
+	Money

CRAFTS

	McCalls Needlework & Crafts
	Workbasket/Home Arts Magazine
+	Workbench

HOBBIES, ETC.

*	Popular Electronics
* +	Popular Mechanics
+	Popular Photography
+	Radio Electronics
	Writers Digest

HOME AND ALTERNATE LIVING

* +	Better Homes & Gardens
+	Good Housekeeping
* +	Mother Earth News
+	Organic Gardining

LIBRARIANSHIP

*	Booklist
	Library Journal
#	School Library Journal

NEWS

* +	Newsweek	(one or the other; both
* +	Time	are not necessary)

SOCIAL SCIENCES

* +	Current History

SCIENCE AND NATURE

+	Audubon
* +	Discover
* +	National Wildlife
+	Popular Science
+	Sea Frontiers/Sea Secrets

FISHING AND HUNTING

* + Field and Stream
Fur-Fish-Game
+ Outdoor Life
Sports Afield

GENERAL and EDITORIAL

Freebies
* + Health
+ Modern Maturity
* + National Geographic
+ People (People Weekly)
+ Prevention
* + Readers' Digest
* + Smithsonian
+ Stereo Review
+ Working Mother
+ Working Woman

SPORTS AND RECREATION

Backpacker
* Boating
Cross Country Skier
* + Flying
Nor'westing (S E.Libraries)
* Petersen's 4 Wheel & Off-Road
* Snowmobile
* + Sports Illustrated
* 3-Wheeling

TEENAGE

+ Mad
* + Rolling Stone
Sassy
+ Seventeen
YM

* The starred (*) items are suggestions only. If, for instance, you have an active radio club in your community, you might prefer *Radio Electronics* instead of another title. Remember to strive for a broad cross section of subjects, but let your knowledge of your community be the deciding factor.

ALASKANA BASIC PERIODICAL LIST FOR SMALL LIBRARIES

The following Alaskana periodicals are available through subscription agencies such as Ebsco or Faxon. Prices are 1991 subscription costs.

Magazines

Title	Price
Alaska Airlines Magazine	$21/yr
Alaska Business Monthly	$22/yr
Alaska Fish & Game	$ 9/yr
Alaska Fisherman's Journal	$18/yr
Alaska Geographic	$ 39/yr
Alaska Land & Home	$ 18/yr
Alaska Magazine	$26/yr
Alaska Medicine	$30/yr
Alaska Outdoors Magazine	$24/yr
Mushing	$15/yr
Western Flyer	$15/yr

Newspapers

Title	Price
Anchorage Daily News	$149/yr
Anchorage Times	$230/yr
Sundays only	$ 86/yr
Fairbanks Daily News-Miner	$167.50/yr
Juneau Empire	$125/yr
Tundra Drums	$ 20/yr
Tundra Times	$ 20/yr

Children's Magazine Guide

ABBREVIATIONS OF MAGAZINES INDEXED

Check the magazines your library subscribes to
as a quick reference for users.

CHILDREN'S MAGAZINES

☐ Boy's Life—BOYS' LIFE
☐ Calliope—CALLIOPE (formerly Classical Calliope)
☐ Career World—CAREER WORLD
☐ Chickadee—CHICKADEE
☐ Child D—CHILDREN'S DIGEST
☐ Child Life—CHILD LIFE
☐ Choices—CHOICES
☐ Cobble—COBBLESTONE
☐ Contact—3-2-1 CONTACT
☐ Cricket—CRICKET
☐ Cur Ev—CURRENT EVENTS
☐ Cur Health—CURRENT HEALTH I
☐ Cur Sci—CURRENT SCIENCE
☐ Dolphin Log—DOLPHIN LOG
☐ Faces—FACES
☐ Highlights—HIGHLIGHTS FOR CHILDREN
☐ Hopscotch—HOPSCOTCH
☐ Humpty D—HUMPTY DUMPTY'S MAGAZINE
☐ Int Wildlife—INTERNATIONAL WILDLIFE
☐ Jack & Jill—JACK & JILL
☐ Jr Schol—JUNIOR SCHOLASTIC
☐ Kid City—KID CITY
☐ Ladybug—LADYBUG
☐ Nat Geog—NATIONAL GEOGRAPHIC MAGAZINE
☐ Nat Wildlife—NATIONAL WILDLIFE
☐ Odyssey—ODYSSEY
☐ Owl—OWL MAGAZINE
☐ Playmate—CHILDREN'S PLAYMATE MAGAZINE
☐ Plays—PLAYS
☐ Ranger Rick—RANGER RICK
☐ Sci World—SCHOLASTIC SCIENCE WORLD
☐ Sciland—SCIENCELAND
☐ Sesame—SESAME STREET MAGAZINE
☐ SI for Kids—SPORTS ILLUSTRATED FOR KIDS
☐ SuperSci Blue—SUPERSCIENCE BLUE
☐ SuperSci Red—SUPERSCIENCE RED
☐ U*S*Kids—U*S*KIDS
☐ Wee Wisdom—WEE WISDOM
☐ World—NATIONAL GEOGRAPHIC WORLD
☐ Zillions—ZILLIONS (formerly Penny Power)
☐ Zoobooks—ZOOBOOKS

PROFESSIONAL MAGAZINES

☐ Book Rep—THE BOOK REPORT
☐ EL—EMERGENCY LIBRARIAN
☐ Good Apple—THE GOOD APPLE NEWSPAPER
☐ Horn Bk—THE HORN BOOK MAGAZINE
☐ Instr—INSTRUCTOR
☐ Learn—LEARNING91
☐ SLJ—SCHOOL LIBRARY JOURNAL
☐ Teach K-8—TEACHING K-8
☐ T&L—TECHNOLOGY & LEARNING (formerly Classroom Computer Learning)

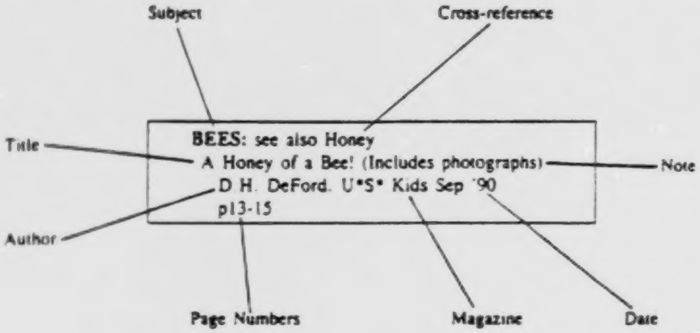
ABBREVIATIONS

bc—back cover
concl.—conclusion
cont.—continued
ed.—editor
fc—front cover
no.—number
p—page(s)
pt—part
supp—supplement
trans.—translator
vol.—volume
+—cont. on later pages
...—words omitted

Jan—January
Feb—February
Mar—March
Apr—April
May—May
Jun—June
Jul—July
Aug—August
Sep—September
Oct—October
Nov—November
Dec—December

Children's Magazine Guide

HOW TO READ CHILDREN'S MAGAZINE GUIDE



BEES: see also Honey
A Honey of a Bee! (Includes photographs)
D H. DeFord. U*S* Kids Sep '90
p13-15

1. SUBJECT of the magazine article. Subjects are listed in alphabetical order.
2. CROSS-REFERENCES tell that more information on this subject can be found in another place in CMG.
3. TITLE of the magazine article. Titles are listed in alphabetical order under each subject.
4. NOTES are added by the editor to give more information about the magazine articles.
5. AUTHOR of the magazine article.
6. MAGAZINE in which the article appears. Abbreviations for the magazines are listed in alphabetical order on the inside front cover of CMG.
7. DATE (month, week, and year) the magazine was published. Abbreviations for the months of the year are listed on the inside front cover of CMG.
8. PAGE NUMBERS where the article will be found in the magazine. Sometimes a plus sign (+) follows the page numbers. It means that the article is continued later in the magazine, usually at the back.

BEST COPY AVAILABLE

BASIC REFERENCE BIBLIOGRAPHY FOR A SMALL LIBRARY

Compiled by Aja Markel Razumny, Alaska State Library, Spring 1992.

Reference materials are in book format unless otherwise specified. Titles with an asterisk (*) are recommended as first priority acquisitions. Check for current information on cost, editions or titles before ordering. Prices, as of Spring 1992, are intended only as a relative guide; the less expensive of two similar titles may be all your library needs. If you need assistance or additional information, call your Regional Coordinator.

ALASKANA REFERENCE

Alaska Blue Book. Alaska Dept. of Education. Division of Libraries, Archives and Museums. 1977- . Free to public libraries in Alaska upon request. Official fact book for Alaska, including a directory for all three branches of state government, the Alaska Constitution, local and federal entities, and general information concerning the arts, education, and the economy. Indexed. Not cumulative, so keep back editions. Biennial.

Alaska Directory of State Officials. Prepared by Legislative Affairs Agency in February and August each year; distributed free to public libraries by the Alaska State Library. Lists members of the executive, judicial and legislative branches and miscellaneous offices of state government. Includes mailing addresses and phone numbers. A good way to keep up with changing personnel at the upper level of state government.

Alaska Education Directory. Alaska Dept. of Education. Free to public libraries in Alaska upon request. Directory of who's who in the public schools of Alaska. Arranged alphabetically by school district, then by name of the school; lists personnel, including classroom teachers and grade level or subject. Indexed by school name with appendices for private schools, postsecondary schools, and other education resources. Annual.

Alaska Library Directory. Alaska Library Association. 1977- . Free to individual or institutional members of the Alaska Library Association. All libraries and key personnel are listed with addresses, phone numbers, fax numbers and UACN identification. Indispensable for contacting other libraries. Annual.

Alaska Place Names. 4th ed. Alan Schorr. Denali Press. 1991. $25.00. Published as a cumulative supplement to Orth's *Dictionary of Alaska Place Names* (see list of "Additional Alaska Resources in Non-book Format" on p. 27), this edition includes all place names new and revised for Alaska since 1966.

Alaska Population Overview: 1990 Census and Estimates. Alaska Dept. of Labor. 1991. Available free from Alaska Dept. of Labor upon request. Population statistics for all towns and villages in Alaska with latest census estimates and trends. Annual.

Alaska Science Nuggets. Neil Davis. University of Alaska Press. 1984. $19.95. All kinds of applied and natural science information; northern lights, lunar eclipses, earthquakes, insulation, as they pertain to Alaska. Excellent index.

Alaska Statutes. 14 vols. Michie Co. $550.00. All the laws of the state of Alaska. There should be a set available in either the library or in the municipal offices of each community. Updated, at additional cost, after each legislative session.

Alaska Trees and Shrubs. Leslie Viereck and Elbert L. Little, Jr. University of Alaska Press. 1986. $12.95. Excellent identification guide to native woody plants in Alaska. Many easy-to-use pen and ink illustrations.

Alaska Wilderness Milepost. 6th ed. Alaska Northwest Books. 1991. $14.95. Describes access and visitor services for more than 250 remote villages and 200 public-use cabins. Profiles the parks and wildlife refuges of Alaska, gives tips on fishing locations and selecting outfitters or guides. Annual.

Alaska-Yukon Wild Flowers Guide. Alaska Northwest Books. 1974. $16.95. Large color photographs, black and white drawings, descriptions and common location of many wild flowers found in this region.

or

Field Guide to Alaskan Wildflowers. Verna Pratt. Alaskakrafts. 1989. $13.95. Subtitled "A Roadside Guide", this book is similar to the *Alaska-Yukon Wild Flowers Guide* with photographs and illustrations, but specifically details the plants in the region along Alaska's road system. Additional information includes guides to other miscellaneous trees and ferns, blooming time charts, and locations of outstanding areas for viewing wildflowers. Arranged by color of the flowers, with indices.

Alaska's Saltwater Fishes and Other Sea Life. Doyne W. Kessler. Alaska Northwest Books. 1985. $19.95. Color photos, black and white illustrations, and text detail 375 species of Alaska marine life. A good, quick identification guide.

Community Profiles. Alaska Dept. of Community and Regional Affairs. 1977-1991. Fold out maps and a range of practical information on over 60 Alaskan towns and villages, including land use, environmental considerations, and a calendar of subsistance activities. Series is not expected to be updated and some profiles are out of print, but much of the information is still useful. Any available copies can be obtained free from regional offices of Community and Regional Affairs .

Dictionary of Alaskan English. Russell Tabbert. Denali Press. 1991. $47.50. A dictionary of words that are unique to or highly characteristic of the English used in Alaska. It is arranged around broad semantic categories such as "Food", "Transportation", and "Climate", with alphabetical access through an index. Each word is explained, then citations demonstrate examples of usage, both historical and current.

Directory of Municipal Officials. Alaska Dept. of Community and Regional Affairs, and Alaska Municipal League. Free from DCRA for public agencies in the state of Alaska. A guide to Alaska municipal government, listing boroughs and home rule, first and second class cities and their current officials. Also noted are date of incorporation, population, city election date, sales tax and date of City Council meetings. Annual.

**Facts About Alaska: The Alaska Almanac*. 15th ed. Alaska Northwest Books. 1991. $8.95. Miscellaneous information about Alaska arranged in dictionary format with brief entries. Serious statistics as well as fun trivia about Alaska. Annual.

Guide to the Birds of Alaska. Rev. ed. Robert H. Armstrong. Alaska Northwest Books. 1990. $19.95. With color photographs and paintings, presents 437 species of birds known to be found in Alaska. Includes a biogeographic map.

Handbook of North American Indians: v.5, Arctic; v.6, Subarctic; v.7, Northwest Coast. Smithsonian Institution. 1984. $29.00 each volume. Part of a twenty volume set providing an encyclopedic summary of the prehistory, history, language and culture of the native peoples of North America. The volumes listed are a good resource for information on native peoples of Alaska.

**Interlibrary Loan, the Key to Resource Sharing: A Manual of Procedures and Protocols.* Alaska Dept. of Education. Division of Libraries, Archives, and Museums. 1989. Free to members of the Alaska Library Network. The essential guide to interlibrary loan procedures for libraries in Alaska.

**Manual for Small Libraries in Alaska.* 2nd ed. Audrey Kolb. Alaska Dept. of Education. Division of Libraries, Archives and Museums. 1992. Distributed free to public libraries in Alaska by the Alaska State Library. Indispensable resource for managing and operating a small public library in Alaska.

Milepost 1992. Alaska Northwest Publishing Company. $16.95. Reference guide for travelers to Alaska and Canada. Detailed information, mile-by-mile, about Alaska and northwestern Canada's highways. Brief descriptions of places accessible by road, with Alaska ferry and railroad schedules and other travelers' information. Annual.

Native People of Alaska. 2nd ed. Steve J. Langdon. Greatland Graphics. 1989. $8.95. An excellent overview of Alaska's indigenous peoples, their culture, ceremonies, hunting methods, social organizations and demographics. Some maps and photographs.

Russian America: 1741 to 1867, a Biographical Dictionary. Richard A. Pierce. Limestone Press. 1990. $45.00. Selected biographies of those who most influenced Alaska during this period: Native Americans, British, Spanish, French, American and others, in addition to Russians.

**Some Books about Alaska Received in 19--*. Alaska Dept. of Education, Division of Libraries, Archives and Museums. Free. An annotated listing of Alaskan and Arctic-related materials received by the Alaska Historical Library. Citations are in three categories: Juvenile, Adult Non-fiction (including Reference), and Adult Fiction. Beginning with the 1989 edition, titles considered appropriate for purchase by small and medium-sized public and school libraries are marked with an asterisk (*). Annual.

Wildlife Notebook Series. Alaska Dept. of Fish and Game, Habitat Division. 1978-. $7.50. Fifty-seven leaflets giving brief background information and descriptions of various fish and wildlife species in Alaska. There are illustrations and maps showing common habitat regions.

ADDITIONAL ALASKANA RESOURCES IN NON-BOOK FORMAT:

Alaska Geographic. Alaska Geographic Society. Quarterly since 1959. $39 per annual subscription, individual issue costs vary. Published as a serial, each issue covers a single subject, and many individual titles are valuable additions to an Alaskana collection. Select titles pertaining to the whole state, your region, or local interests for reference.

Alaska Library Network Catalog. (***ALNCat*** microfiche). Alaska Dept. of Education. Division of Libraries, Archives and Museums. Distributed free to members of the Alaska Library Network. Covers Author/Title, Subject and holdings information for libraries in Alaska belonging to the Western Library Network. The primary off-line source for interlibrary loans, cataloging and subject searching. Annual.

Bibliography of Alaskana and Polar Regions. Rasmuson Library, University of Alaska, Fairbanks. 1986-1989, on microfiche, distributed free to members of the Alaska Library Network. Microfiche for pre-1986 available through Rasmuson Library. Indexes, by author, title and subject, articles on Alaska that may not be indexed anywhere else. The format has changed several times, and now the only current access is through GNOSIS, the on-line catalog of materials in the University of Alaska collection.

Cooperative Extension Service, University of Alaska. Contact the Cooperative Extension Service in your region for ordering information for numerous inexpensive publications of regional interest, such as *Wild, Edible and Poisonous Plants of Alaska, Smoking Fish,* and other titles on topics such as horticulture, preparing game, building for arctic conditions, and nutrition.

Dictionary of Alaska Place Names. Donald Orth. U.S. Geological Survey. 1967. Now available only on microfiche from Environment & Natural Resources Institute, University of Alaska, Anchorage. $10.00. Indispensable guide to names of places and natural features in Alaska, with geographic descriptions and historical references.

GENERAL REFERENCE

READY REFERENCE

****AT&T Toll Free 800 Business Directory, 1992.*** AT&T. $14.95. Lists toll free numbers for businesses in North America. White and yellow pages. Annual.

Books in Print. 1991-92. 8 vols. R.R. Bowker. $349.95. Lists of current U.S. publications and prices, by author, title and subject. Annual.

Chase's Annual Events: Special Days, Weeks and Months. William D. Chase and Helen M. Chase. Contemporary. 1992. $35.00. Facts, festivals, birthdays and trivia about each day of the year, accessed chronologically or through an excellent index. Good for programming ideas. Annual.

Guinness Book of Records 1992. Facts on File. $22.95. Information found nowhere else on extremes of nature and humanity. Annual.

Joy of Cooking. Irma S. Rombauer and Marion R. Becker. Macmillan. 1986. $16.95. Answers basic questions about food and nutrition, has most standard recipes, and will even show a novice how to skin a rabbit.

****National Directory of Addresses and Telephone Numbers 1992***. Omnigraphics, Inc. $59.95. Yellow and white page arrangement for contacting just about any major enterprise or institution: sports teams, movie studios, religious organizations, embassies, universities, local attractions in larger cities, and much, much more. Annual.

New York Public Library Desk Reference. Prentice Hall Trade Sales. 1989. $29.95. A collection of basic facts and information based on commonly asked reference questions. Everything from legal forms to pet first aid to sports statistics.

****Abridged Reader's Guide to Periodical Literature***. H.W. Wilson. $85.00 subscription. Indexes popular magazines. Unabridged version costs $170.00. Subscriptions include annual hardcover cumulation. Published semi-monthly.

***Telephone Books.** Phone books for most of Alaska and the Lower 48 may be purchased from the Pacific Telecom offices (1+800-478-7121). The Fairbanks directory is available from the Fairbanks Municipal Utilities System. A Seattle phone book, at $33.15 for both white and yellow pages, is an essential purchase.

****Webster's New World Dictionary of the English Language***. 3rd College Edition. Simon & Schuster. 1988 (1991 updated printing). $17.95

or

RandomHouseDictionary of the English Language. 2nd edition. Random House. 1987. $89.95.

Both are excellent. Purchase as budget allows; one good dictionary may be sufficient.

What's What: a Visual Glossary of the Physical World. Rev. ed. Reginald Bragonier, Jr. and David Fisher. Hammond. 1990. $34.95. The answer to what something is called can probably be found here, from explaining hobo signs, to parts of an animal, a bulldozer, a wedding dress, a thunder cloud, or a computer. Arranged by general categories, such as Living Things, Machinery, etc.

****World Almanac and Book of Facts, 1992.*** Pharos Books. pap. $7.95. Annual.

or

Information Please Almanac, 1992. Houghton Mifflin. pap. $7.95. Annual. Miscellaneous statistics, facts, tables and trivia both historical and current. These almanacs are similar, but with enough differences to make both useful. Purchase as budget allows.

****World Book Encyclopedia.*** World Book. 1992. $559.00 Accessible to less skilled readers, a good starting point for more sophisticated users, and extensively illustrated, this encyclopedia is recommended if your library can only afford one set. Replace at least every five years.

ATLASES

****National Geographic Atlas of the World.*** 6th ed. National Geographic. 1990. $66.45. Large format with good quality, easy to read maps. Includes star maps, flags of the world, tectonic plates, ocean floor maps, satellite images, and generally reflects the growing interest in global ecology. If you can afford it, this should be your first choice. 7th ed., due October 1992, will reflect changes in Eastern Europe and the former Soviet Union.

****Webster's New Geographical Dictionary.*** Rev. ed. Merriam-Webster. 1988. $19.95. Gazetteer listing concise information on over 47,000 cities, towns, counties, both current and historical, and natural features such as lakes, mountain, and rivers worldwide. U.S. cities with populations under 1,500 are omitted. Alphabetical arrangement includes pronunciation guide, population information and some black and white maps.

****Rand McNally Interstate Road Atlas, 1992: United States, Canada and Mexico.*** Rand McNally. $11.95. Road maps state by state, with mileage charts. Annual.

Goode's World Atlas. Edward B. Espenshade, editor. 18th ed. Rand McNally. 1990. $26.95. Smaller format, less comprehensive and less expensive than the *National Geographic Atlas*, but an excellent quick reference source.

BUSINESS & ECONOMICS

****Consumer Reports Annual Buying Guide 1991.*** Consumers Union of the United States. Summary of product tests and reports, included as the December issue of the *Consumer Reports* magazine subscription, or sold separately as a paperback for $7.95. Annual.

****Guide to Basic Resume Writing.*** National Textbook Co. 1991. $7.95. Offers samples with a variety of resume types and writing styles. One of many good resume books.

BEST COPY AVAILABLE

Hoover's Handbook: Profiles of Over 500 Major Corporations. The Reference Press. 1991. $19.95. Concise explanations for interpreting business information as well as profiles of profit, government and nonprofit enterprises. This is a handy, easy to use, basic source. Similar to *Value Line* and *Standard and Poor's Corporation Records*, but far less costly.

****J.K. Lasser's Your Income Tax, 1992.*** Prentice Hall. $14.00. Help for filing federal income tax, with sample forms and a good index. Annual.

****Occupational Outlook Handbook, 1990-91.*** U.S. Bureau of Labor Statistics. Government Printing Office. $17.00. Describes major occupations, education and training required, working conditions, potential advancement and other relevant information. Biennial.

DIRECTORIES

Encyclopedia of Associations: Vol 1. National Organizations of the U.S. 26th ed. Gale Research Co. 1992. $320.00. Descriptions and contact information for all types of nonprofit associations, accessed by name and key word index. Useful, but expensive. Purchase only if demand in your library warrants. Annual.

Gale Directory of Publications and Broadcast Media, 1992. Gale Research Co. $280.00. Geographical listing of contact information and subscription prices for U. S. newspapers, periodicals, and broadcast media. Purchase only if budget allows. Annual.

****National Zip Code and Post Office Directory.*** U.S. Post Office. Government Printing Office. 1992. $15.00. Also includes mailing information and postal regulations. Annual.

EDUCATION

Independent Study Catalog: NUCEA'S Guide to Independent Study Through Correspondence Instruction. Peterson's Guides. 1992. $11.95. High school, college, graduate and non-credit courses offered in the U.S. Annual.

****Peterson's Guide to Four-Year Colleges 1992.*** Peterson's Guides. $17.95. Annual.

or

Lovejoy's College Guide. Arco Publishing. 1992. $32.95. Annual.
Profiles of accredited colleges and universities. Covers admissions requirements, tuition, financial aid, lists of majors, courses offered, and additional information. Lovejoy's includes two as well as four-year colleges.

GOVERNMENT & POLITICS

Background Notes on the Countries of the World. U.S. Department of State. Government Printing Office. Binder format, updated by subscription. $56.00 for initial set, $18.00 annual subscription. Current profiles on political conditions, people, economy, history, etc., written by U.S. Dept. of State staff. Travel advisories are included for some countries. Continuation.

or

World Factbook 1991. Central Intelligence Agency. Government Printing Office. $23.00. Annual handbook of current international data on geography, politics, economics, people, communications, and defense. Includes a useful index of geographic names cross-referenced by variant spellings, former names, and alternate names. Annual.

Black's Law Dictionary. 6th ed. West Publishing Co. 1990. $49.95. A standard legal ready reference tool.

Reader's Digest Family Legal Guide: Complete Encyclopedia of Law for the Layman. Reader's Digest Association. 1981. $24.50. Encyclopedia arrangement of the basics of American law for a multitude of situations, explained for the nonlawyer.

Robert's Rules of Order. Henry M. Robert. Rev. ed. Scott, Foresman & Co. 1985. $16.95. Standard handbook of parliamentary procedures.

State Administrative Officials Classified by Function. Council on State Governments. 1991-92. $30.00. Source for contacting any state's agencies, for information such as vital statistics records, state tax forms, teacher certification requirements. Biennial.

Statesman's Yearbook: Statistical and Historical Annual of the States of the World, 1991-2. St. Martin's. $75.00. Excellent, concise overviews of the countries of the world. Includes current statistics and addresses of embassies. Annual.

Statistical Abstract of the United States. U.S. Bureau of the Census. Government Printing Office. 1991. $28.00. Statistics on the social, political, and economic status of government, business and the populace of the U.S. Annual.

United States Government Manual. Office of the Federal Register. Government Printing Office. 1991/92. $23.00. Official handbook for the federal government. Overview of departments, agencies, etc., for all three branches of government. Includes telephone numbers, addresses and names of senior officials. Annual.

HEALTH & MEDICINE

Dorland's Illustrated Medical Dictionary. W.B. Saunders Co. 1988. $39.95.

or

Stedman's Medical Dictionary. William R. Hensyl, editor. Macmillan. 1990. $44.95. Two of the medical dictionaries appropriate for public libraries. One may be enough.

**Complete Guide to Prescription and Non-prescription Drugs, 1992.* Rev. ed. H. Winter Griffith. Putnam Pub. Group. $15.95. Covers over 400 drugs comprising 2,500 different brand names, with general information on usage and dosage, possible effects, overdose instructions, warnings and precautions. Annual.

Essential Guide to Prescription Drugs 1992: Everything You Need to Know for Safe Drug Use. James W. Long. Harper & Row. pap. $15.95. Easy to use and understand reviews of prescription drugs for consumers. Less comprehensive, but an inexpensive alternative to the *Physician's Desk Reference*. Annual.

or

Physician's Desk Reference 1992. E.R. Barnhart, editor. Medical Economics Books. $54.95. Written for health care practitioners, this is heavily used by the general public and referred to simply as "The PDR". It is the most comprehensive guide to prescription drugs, their uses and possible effects. Includes color illustrations of the actual medications as an aid for identification. Discard old volumes, as outdated information could be dangerously misleading. Annual.

**Mayo Clinic Family Health Book.* David Larson, editor. Morrow. 1990. $34.95. Described as the most complete family heath reference available, either this or the *American Medical Association Encyclopedia of Medicine* belongs in every library.

or

American Medical Association Encyclopedia of Medicine. Charles B. Clayman, editor. Random House. 1989. $44.95. Comprehensive, well-organized and easy to understand, this text aims to decipher the language of medicine, discuss treatment options and involve patients in their own health. A well-respected source.

Merck Manual of Diagnosis and Therapy. 2 vols. Robert Berkow, editor. Sharpe & Dohme. 1987. $21.95. Concise entries describe all but the most obscure medical disorders, their signs, symptoms and treatment. Although written for the health care professional, patrons will frequently ask for it by name. Published every five years.

LANGUAGE

Abbreviations Dictionary: Augmented International. 7th ed. Ralph DeSola, editor. Elsevier. 1985. $59.95. Features over 23,000 entries, including abbreviations, acronyms, appellations, eponyms, initialisms, euphemisms, nicknames, signs, symbols and much more. A real help for deciphering shortcut expressions.

Familiar Quotations: A Collection of Passages, Phrases, and Proverbs Traced to their Sources in Ancient and Modern Literature. 15th ed. John Bartlett and Emily Morison, editors. Little, Brown. 1980. $35.00. The standard source for quotations, accessed by author and keyword indexes.

Manual for Writers of Term Papers, Theses, and Dissertations. 5th ed. Kate L. Turabian. University of Chicago Press. 1987. $8.95. A standard source for the correct preparation of any formal manuscript, with forms for footnotes, bibliographies, etc.

McGraw-Hill Handbook of Business Letters. 2nd ed. Roy W. Poe. McGraw-Hill, 1988. $8.95. Provides samples and guidelines for professional and social correspondence accessed by subject index.

Roget's International Thesaurus. 4th ed. Robert L. Chapman. HarperCollins. 1977. $15.95

or

Roget's II: The New Thesaurus. Houghton Mifflin. 1988. $12.95
The first *Roget's* listed here has traditional access to words and phrases through a topical index, while the *Roget's II* has a dictionary approach to synonym finding. The original is more extensive, but some find *Roget's II* easier to use.

Webster's New World Secretarial Handbook. 4th ed. Simon & Schuster. 1989. $15.95. Covers a wide variety of information on language and social etiquette, including English grammar, spelling rules, punctuation, forms of address, sample letters, and appendices describing signs and symbols, among other things. Addresses current office technology.

NATURE & SCIENCE

Audubon Society Field Guides
Peterson Field Guides
Simon & Schuster's Nature Guides
A representative sample of field guides relevant to the local environment should be in reference as well as in circulation. Any of the above series are worthwhile. See also the listings in the Alaskana Reference Bibliography.

American Heritage Dictionary of Science. Robert K. Barnhart. Houghton Mifflin, 1988. $19.95. Basic terminology in physical and biological sciences for the non-scientist.

Cat Owner's Home Veterinary Handbook. Delbert G. Carlson and James M. Griffin. Howell Book House. 1983. $22.50. Covers daily care, health problems and emergency procedures for cat owners.

Dog Owner's Home Veterinary Handbook. Delbert G. Carlson and James M. Griffin. Howell Book House. 1980. $19.95. Covers daily care, health problems and emergency procedures for dog owners.

Encyclopedia of Mammals. David W. McDonald, editor. Facts on File. 1984. $65.00. An illustrated encyclopedia with detailed information on every species of mammal. Written for a general audience.

or

National Geographic Book of Mammals. 6th ed. 2 vols. National Geographic. 1981. $40.95. Beautiful illustrations, with general information and a quick facts summary about each animal in boxes at head of each entry.

McGraw-Hill Concise Encyclopedia of Science and Technology. 2nd ed. McGraw-Hill. 1989. $110.00. A one-volume condensation of the 20-volume *Encyclopedia of Science and Technology*. Articles are rewritten or edited, but most illustrations and tables remain.

SPORTS &RECREATION

Ainslie's Complete Hoyle. Tom Ainslie. Simon & Schuster. 1975. $12.50. Instructions for popular games of cards, dice or counters.

Rules of the Game. Rev. ed. The Diagram Group. St. Martin's. 1990. $24.95. Rules for all major individual and team sports, well illustrated with clear diagrams of playing areas, equipment, and other relevant information.

Video Movie Guide, 1992. Mick Martin and Marsha Porter. Ballentine. $7.95. Over 11,000 movies on video cassettes reviewed with MPAA ratings indicated. Organized by categories, with cross indexing by title, director and star.

Appendix
to
Chapter V

Operating A Library

Filing rules for the card catalog 1
Regulations for computer software lending 7
Warning of copyright restrictions 7

FILING RULES FOR THE CARD CATALOG

RULES for filing in a small **dictionary** catalog:

The bold letters and numbers in the examples indicate the location where a filing rule was applied.

1. **File by the top line of the catalog card. Ignore the articles "a", "an", or "the" when appearing as the FIRST word of a line.**

2. **File cards on which the top line begins with numbers, either expressed in digits or in another form of numbers, before cards beginning with letters, and sequence them according to their numerical value.**

   Examples:

   1, 2, buckle my shoe

   1 brief shining moment

   The **1st** International Conference...

   2nd Soviet-Swedish Symposium

   20 Landscape painters

   20th Century

   1001 pitfalls

   1,001 valuable things

   1800-1850, Americans move westward

   $3,650,000 general obligation bonds

   200,000,000 guinea pigs

3. **Letters (A-Z) follow numerals and are sequenced according to the English alphabet (a, b, c, d, etc.), except ignore the articles "a", "an", or "the" when the first word of a line. Upper case (capital letters) and lower case letters (small letters) have equal filing value.**

   Articles, a, an, the, **when within** a title or phrase are used in filing. For example, in *Managing the School Library*, "the" is used in filing.

   Examples:

   A to Z
   The Almanac of world military power
   An Apple a day
   The Child and society
   Dogs, dogs, dogs
   Games for everyone
   The Hotel guide
   A Nightmare in the closet

4. **File word by word with shorter words before longer, and letter by letter within the word.**

Examples:

I see a song
The Idea of America
Idealism
Ideals
In Vogue
Income

NEW YORK
New Yorker
NEW ZEALAND
Newberry, William
Newbery and Caldecott Award
NEWSPAPER DESIGN

5. **Initials separated by punctuation are filed as separate words. Abbreviations without interior punctuation are filed as single whole words in alphabetical order; for example, "U.S." is filed as two separate words, while "IBM" is filed as one word.**

Examples:

a; a novel
A.A. Milne
A-Apple pie
A.I.D. research and
A.K.C.'s world
Aaker, David
The **abbreviation** citation
ABC Afterschool specials

6. **Numbers expressed as words are filed alphabetically.**

Example:

"One hundred" is filed with the letter "O".

7. **Punctuation marks are ignored in filing unless they indicate a subarrangement.**

IGNORE — Apostrophes, dashes, parenthesis, commas
USE — Periods, semicolons

Examples:

A-Apple — (the dash is treated as a space)

ALASKA--ANTIQUITIES — (The two dashes indicate a subarrangement)

8. **When one author has written several books, file alphabetically by title.**

Example:

Asimov, Isaac
    ABC's of the ocean
    Before the golden age
    Earth: our crowded spaceship

9. **Names and abbreviations are filed as written regardless of how they are pronounced or how similar to other forms of the name.**

Examples:

Braun
Brown
Browne
Brownn
Doctor
Dogs
Dr.

Macauly, George
MacGregor, Ellen
Machine
Matusow, Allen J.
McCallon
The McCall's Book
Mead, Margaret

10. **Forenames used by several people follow the alphabetic arrangement, if possible, followed by a descriptive phrase, which is filed alphabetically. For royalty the numerals are arranged chronologically, earliest first. If the names are identical, forenames precede surnames.**

Examples:

GEORGE III, KING OF GREAT BRITAIN, 1738-1820.
George, Alan.
HENRY II. KING OF ENGLAND, 1133-1189.
HENRY IV. KING OF ENGLAND, 1367-1413--DRAMA.
HENRY IV. KING OF FRANCE, 1553-1610.
HENRY V. KING OF ENGLAND, 1387-1422.
HENRY VIII. KING OF ENGLAND, 1491-1547.
Henry, Chief.
HENRY, CHARLES, 1859-1906.
Henry, Charles Eugene, 1835-1906.
Henry, Will, 1912- .
Henry!
Henry 3
Henry A. Wallace.
Henry Adams.
Henry and Beezus

11. **File works by an author before works about the author (author as a subject).**

Examples:

Blume, Judy	(author)
BLUME, JUDY	(subject, note *capital letters*)
BLUME, JUDY--BIOGRAPHY	(subject)

12. Subject subdivisions (identified by dashes) file ahead of inverted modifiers (punctuated by commas or parenthesis).

Examples:

CHILDREN	(subject)	
CHILDREN--ALCOHOL USE	(subject & subdivision)	(Note the *dash*)
CHILDREN--SURGERY	(subject & subdivision)	
CHILDREN--AFRICA	(subject & subdivision)	
CHILDREN--UNITED STATES	(subject & subdivision)	
CHILDREN, DEAF	(subject & modifier)	(*Note the comma*)
CHILDREN, VAGRANT	(subject & modifier)	
CHILDREN (CHRISTIAN THEOLOGY)	(subject & modifier)	(Note *parenthesis*)
CHILDREN AND DEATH	(subject as a phrase)	(*No punctuation*)

13. Subject subdivisions (following the dashes) are filed in the following sequence:

a. Period subdivisions (time in years or historical period)
b. Form and topical subdivisions
c. Geographical subdivisions

Examples:

AMERICAN LITERATURE	(subject)
AMERICAN LITERATURE--COLONIAL PERIOD	(period subdivision)
AMERICAN LITERATURE--19th CENTURY	(period subdivision)
AMERICAN LITERATURE--ADDRESSES, ESSAYS, LECTURES	(form subdivision)
AMERICAN LITERATURE--AFRO-AMERICAN AUTHORS	(topical subdivision)
AMERICAN LITERATURE--STUDY AND TEACHING	(form subdivision)
AMERICAN LITERATURE--ALASKA	(geographical subdivision)
AMERICAN LITERATURE--NORTHWEST, PACIFIC	(geographical subdivision)
ENGLISH NEWSPAPERS	(subject)
ENGLISH NEWSPAPERS--TAXATION	(topical subdivision)
ENGLISH NEWSPAPERS--INDIA	(geographical subdivision)
ENGLISH NEWSPAPERS--SOUTH AFRICA	(geographical subdivision)
ENGLISH NEWSPAPERS--IN FOREIGN COUNTRIES	(phrase)

14. Period subdivisions in the form of "TO (date)" precede all other dates in the chronological sequence.

Examples:

EGYPT--HISTORY--TO 640 A.D.
EGYPT--HISTORY--640-1150.

15. Period subdivisions are arranged in chronological sequence, even when the dates do not appear.

Examples:

FRANCE--HISTORY--CHARLES VI, 1380-1422.
FRANCE--HISTORY--16th CENTURY.

16. Terms of honor (Dame, Lady, Lord, Sir) and terms of address (e.g. Mrs.) which precede a first name are filed as though they follow the forename.

Examples:

REYNOLDS, JOHN HAMILTON, 1794-1852.
REYNOLDS, JOSEPH JONES.
REYNOLDS, JOSHUA, SIR, 1723-1792.
REYNOLDS, STEPHEN, 1782-1857.

Dictionary Catalog Filing Examples

NOTE: If you follow the same filing arrangement as the *ALN CATALOG*, authors and titles will be in one alphabetic sequence and subjects will be in a second alphabetic sequence. Subject cards use only capital letters on the top line.

Alaska
ALASKA
ALASKA--ANTIQUITIES
ALASKA--BIOGRAPHY
ALASKA--BIOGRAPHY--DIRECTORIES
ALASKA--DESCRIPTION AND TRAVEL--1896-1959
ALASKA--POETRY
Alaska. Agriculture Experiment Stations
Alaska. Dept. of Administration
Alaska. Dept of Fish and Game
ALASKA. DEPT. OF FISH AND GAME--DIRECTORIES
Alaska accident statistics
Alaska native languages
ALASKA RAILROAD
Alaska statehood
Alaska, the 49th state
Alaska : the big land
An Alaskan reader
The Alaskans
Alaska's flag
CHILDREN
CHILDREN--WRITING
CHILDREN--AFRICA
CHILDREN--UNITED STATES
CHILDREN, ADOPTED
CHILDREN, VAGRANT
CHILDREN (INTERNATIONAL LAW)
The Children
Children : a pictorial archive
Children; poems and prose
CHILDREN AS ACTORS
DDT (INSECTICIDE)
De Bary
De La Mare
De Laguna
The Decline
Del Mar
DeLany
Des Moines (Iowa)
Design
Dumas, Alexandre, 1802-1870
Fairbank, Thomas John
Fairbanks, Charles
FAIRBANKS, DOUGLAS, 1883-1939
FAIRBANKS, DOUGLAS, 1883-1939--PORTRAITS, ETC.
FAIRBANKS, DOUGLAS, 1909-
Fairbanks, Virgil F., 1930-
Fairbanks. Crisis Line
Fairbanks (Alaska)

Fairbanks, Alaska. City Hall
Fairbanks, Commercial Club
FAIRBANKS (ALASKA)
FAIRBANKS (ALASKA)--BIOGRAPHY
FAIRBANKS (ALASKA)--FAIRS
FAIRBANKS (ALASKA)--FLOODS
Fairbanks : golden heart of Alaska
Fairbanks, a city historic building survey
Fairbanks flood disaster
Fairbanks, golden heart city
FAIRY TALES--GERMANY
FAIRY TALES--NORWAY
Fairy tales from Viet Nam
FAIRY TALES IN LITERATURE
Fairy tales of Germany
George, Abraham M.
George, Wilma
GEORGE, FORT (ONT.)
GEORGE, LAKE--HISTORY
GEORGE, LAKE, ALASKA
George; an early autobiography
George and Anna
INDIAN PONIES
INDIANS OF NORTH AMERICA--BOATS
INDIANS OF NORTH AMERICA--DANCES
INDIANS OF NORTH AMERICA--LANGUAGES
INDIANS OF NORTH AMERICA--TRIBAL GOVERNMENT
INDIANS OF NORTH AMERICA--WOOD CARVING
INDIANS OF NORTH AMERICA--ALASKA--BASKET MAKING
INDIANS OF NORTH AMERICA--CALIFORNIA
INDIANS OF NORTH AMERICA--UTAH
INDIANS OF NORTH AMERICA--WEST (U.S.)
INDIANS OF NORTH AMERICA--YUKON TERRITORY
Indians of Puget Sound
INDIANS OF SOUTH AMERICA
Indians of the North Pacific Coast
MacGregor, George
Machinery
McCallon, Edward
Mister Billy's gun
Mistress Masham's repose
MIT Press
Model cars
Mr. Blue
Mrs. Mike
Ms. The decade of women
The Mudlark
NEW YORK. ACTORS STUDIO
NEW YORK. City College
NEW YORK (N.Y.)--BUILDINGS
NEW YORK (STATE)--ANTIQUITIES
Newall, A.B.
NEWSPAPER PUBLISHING
Norton, Andre
    At swords' points
    Galactic derelict
    Steel magic
NORTON, ANDRE--BIBLIOGRAPHY
NORTON, WILLIAM
NORTON BAY
NORTON FAMILY
Norton lectures
Norton Sound Health Corporation
NORTON SOUND REGION (ALASKA)
U.S.A. oil industry directory. 1970-
The U.S. Air Force
The U.S.S.R. TODAY
U.S. scientists
United Press Associations
UNITED STATES--AIR DEFENSES
UNITED STATES--CIVILIZATION
UNITED STATES--HISTORY
UNITED STATES--HISTORY--COLONIAL PERIOD, CA. 1600-1775
UNITED STATES--HISTORY--QUEEN ANNE'S WAR, 1702-1713
UNITED STATES---HISTORY--REVOLUTION, 1732-1799
UNITED STATES--HISTORY--FRENCH AND INDIAN WAR, 1755-1763
UNITED STATES--HISTORY--REVOLUTION, 1775-1783
UNITED STATES--HISTORY--1783-1865
UNITED STATES--HISTORY--1809-1817
UNITED STATES--HISTORY--WAR OF 1812
UNITED STATES--HISTORY--CIVIL WAR, 1861-1865
UNITED STATES--HISTORY--1865-1900
UNITED STATES--HISTORY--20th CENTURY
UNITED STATES--HISTORY--1901-1953

From: *Library Journal*, **May 15, 1991, page 16.**

NEWS

New Regulations for Computer Software Lending

New law requires that libraries affix copyright warning

The Computer Software Rental Amendments Act of 1990, part of Public Law 101-650, granted owners of copyright in computer programs an exclusive right to control public distribution of the program in the nature of rental, lease, or lending. An exemption in this new federal law allows for lending by nonprofit libraries for nonprofit purposes without the permission of the copyright owner. As of March 28, 1991, however, libraries were required to have a copyright warning affixed to the package of any circulating software. This will apply to software acquired after the date of the law's enactment; that is, any software purchased after December 1, 1990. The Washington, D.C. Office of the American Library Association released the full text of this required warning. It is reprinted at right.

NOTICE:
Warning of Copyright Restrictions

The copyright law of the United States (Title 17, United States Code) governs the reproduction, distribution, adaptation, public performance, and public display of copyrighted material.

Under certain conditions of the law, nonprofit libraries are authorized to lend, lease, or rent copies of computer programs to patrons on a nonprofit basis and for nonprofit purposes. Any person who makes an unauthorized copy or adaptation of the computer program, or redistributes the loan copy, or publicly performs or displays the computer program, except as permitted by Title 17 of the United States Code, may be liable for copyright infringement.

This institution reserves the right to refuse to fulfill a loan request if, in its judgment, fulfillment of the request would lead to violation of the copyright law.

The law also provides for an exemption for the "transfer of possession of a lawfully made copy of a computer program by a nonprofit educational institution or to faculty, staff, and students." These educational transfers, however, do not require a specific copyright warning.

These exemptions are only effective for five years, through October 1, 1997. Within three years of the law's enactment, the Register of Copyrights, after consulting with representatives of copyright owners and librarians, will report to Congress on whether the library exemption "has achieved its intended purpose of maintaining the integrity of the copyright system while providing nonprofit libraries the capability to fulfill their function."

In the meantime, *LJ* would like to hear any comments from librarians about the new regulations (Is the required label causing problems in packaging?). Contact News Editor Judy Quinn, *Library Journal*, 249 W. 17th St., New York, NY 10011; 212-463-6817; FAX 212-463-6734. ☐

Appendix
to
Chapter VI

Selection Policies

Willow Public Library	1
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WILLOW PUBLIC LIBRARY

Selection Policy

I. Introduction

The purpose of this Selection Policy is to guide the library staff in selection, acquisition, and maintenance of the library collection; and to inform the public and the Library Board members of such policy.

II. Mission Statement

In the thirty years since its inception, the Willow Public Library has evolved from an all-volunteer organization serving a small community of homesteaders to an established Borough library with at least one trained staff person, a maintained building, a collection approaching 10,000 volumes, and a service area of approximately 150 square miles.

Although the size, interest, and needs of the community have grown considerably, the Willow Public Library continues to serve as a center for information, education, and cultural activities. The Library is committed to providing free access for all persons to library services, equipment, and materials that fulfill their needs for information, recreation, and cultural enrichment. These services, equipment, and materials are to be provided without censorship, bias, or discrimination, to residents and non-residents alike. The single exception to this policy applies to individuals who damage or fail to return library materials, without compensating the Library for the cost of replacement, in which case library privileges may be revoked.

The Library supports the educational, civic, and cultural activities of the community, as well as the intellectual, creative, and spiritual endeavors of the individual, in the belief that all are necessary to the health of a free society.

Inasmuch as the Willow Library is part of a rural community, with a small population spread over a large area, relatively isolated from other libraries and communities, and encompassing a population of varied ages, cultures, incomes, lifestyles, livelihoods, religions, and beliefs, the Library attempts to make prudent use of limited resources to meet as many of the above-mentioned needs of individuals as is possible.

In particular, the Library strives to:

1. Serve as a source of reliable information
2. Collect, preserve, and organize materials of high quality in various formats for the enrichment of people of all ages
3. Serve as an access point to information and materials available elsewhere
4. Support formal and informal education
5. Offer a balanced mixture of current, popular materials, as well as literature of lasting value
6. Encourage literacy and a love of reading through special services for children and adults
7. Collect, preserve, and organize materials pertaining to local history, including oral history

8. Encourage maximum use of this library's resources and the larger library system
9. Maintain and make available to the public the library's facilities and equipment
10. Support intellectual freedom.

III. Intellectual Freedom

This library believes that censorship is a purely individual matter and declares that while individuals are free to reject for themselves materials of which they do not approve, no one may restrict the freedom to read of others.

The decision as to what minors may read is the responsibility of their parents or guardians. Selection of materials will not be inhibited by the possibility that they may inadvertently come into the possession of minors. Shelving location will be at the discretion of the librarian.

This library adheres to and support the Library Bill of Rights and the Freedom to Read statement adopted by the American Library Association, and the Alaska Library Association's *Intellectual Freedom Manual*, copies of which are made a part hereof.

IV. Responsibility for Selection

Responsibility for selection of library materials shall be vested in the library director.

Suggestions from the public, Library Board members and other staff members are welcomed and encouraged.

V. Identification of Clientele and Service Area

The Library is operated by the Matanuska-Susitna Borough and serves the area north of Big Lake to Talkeetna Spur Road and along the Parks Highway as far north as Trapper Creek. There are approximately 1,582 residents in this service area (excluding Houston). Residents, both permanent and temporary, may check out materials and use the interlibrary loan system without charge. Non-residents may use any library materials in-house.

The population of the Willow area represents a wide range of people with diverse income, education, interests and ages. It includes a sizeable number of dog mushers, North Slope workers and residents who commute to Anchorage or Wasilla for employment, as well as weekend recreationists and summer-cabin dwellers. Many full-time residents are seasonally employed in construction and tourism-related businesses.

Most households are accessible by road, though absence of electricity or telephone is not uncommon. Most households are at least partially isolated from their neighbors; many are very isolated. The community is spread out with a small minority of the population living inside Willow proper, which is unincorporated. The population is predominantly Caucasian with a very small number of Blacks and Alaska Natives. A significant subculture is the Russian-speaking community, which attends its own public school.

Based on the 1980 census, the age distribution is as follows:

Ages	1 - 5	10.5%
	5 - 17	33.9%
	18 - 54	45.6%
	55+	10.0%

Based on a 1984 survey, 66% of households had annual incomes below $40,000; in 1980, 31% of families had incomes below poverty level.

Schools in the area include Willow Elementary; Houston Jr./Sr. High; Russian Community School, grades 1-12; and a number of homeschoolers. Churches include Baptist, Methodist, Catholic, and Community. Clubs and organizations include Alcoholics Anonymous, VFW, Willow Area Community Organization, PTA, Library Board, Volunteer Fire Fighters, Ambulance Association, and the Republican Party.

Primary recreational interests include dog mushing, fishing, boating, skiing, flying, reading, crafts, snowmachining, hiking, camping, and mountaineering.

VI. Collection Overview

Juvenile Collection: Circulation of juvenile books is approximately twice that of adult books at this time. Use is heaviest among the picture books; however, fiction is also an important component of the collection for juveniles (particularly during the summer) and nonfiction is used consistently for home-schooling, school reports, and general information. The percentage of juvenile books circulated is much higher than the percentage of juvenile books in the collection.

Adult collection: Fiction, nonfiction (especially how-to) and reference are the primary components of this collection. Current, popular fiction comprises the highest demand and is the most difficult to satisfy. Reference and nonfiction sections, especially "how-to" books, are used heavily and must be weeded and up-dated periodically to maintain an accurate and useful collection.

Special collections include:

"Easy" (or "Everybody") books: Demand for picture books is almost unlimited. This collection is used by children, parents, teachers, and the Library for story hour programs.

Alaskana: Of high interest to adults. Useful for recreational reading and information.

Reference: The current collection is used for both practical information and educational studies. The collection is maintained by periodic up-dating of materials, both through purchase and "cast-offs" from larger libraries.

McNaughton: Provides the bulk of current, popular fiction and nonfiction best-sellers. It is also an important source of books for the permanent collection.

Oral history/local history: The library has a small oral history collection consisting of interviews with former and present residents. Collection and processing of these materials is a priority.

Non-print materials: A small, beginning collection of cassette and videorecordings is available. Both are popular. Other items, such as records, toys, puppets, and games are a small part of the collection and circulation and do not comprise a high priority at this time.

Maps: Maps are a very important source of information for many different purposes. Efforts shall continue to make the map collection more accessible to patrons, and to up-date as needed. State and local maps are the most useful to this community.

VII. Selection Policy

Format: Because of the library's commitment to fostering literacy and our budget limitations, print materials will comprise the majority of this collection and Library acquisitions. However, it is recognized that non-print media are a significant and popular source of information and recreation; therefore, as budget allows and demand justifies, videos, cassette recordings, and other audio materials will be purchased. Maps, particularly state and local, will be up-dated and expanded as needed. The Library will not purchase records, or collect slides, 16 mm. movies, photographs, posters, or other realia unless they represent local history.

Subjects: To meet the needs and interests of its patrons, the Library will collect materials to maintain at least a minimal level of basic works in most main Library of Congress Classification classes.

Areas of special emphasis include:

Preschool: Materials which encourage reading by providing entertainment and information for preschoolers and their parents; and which support the Library's programs for this age group will be actively collected.

How-to: Materials will be collected which provide accurate information for the accomplishment of various activities, notably home building, vehicle maintenance, crafts, food preservation, and other activities related to the interests and activities of this community.

Alaskana: Materials of local interest, historical importance, and in the areas of hunting, fishing, gardening, food, local history, dog mushing, homesteading, and Alaska Native culture are of particular importance.

Recreational: Demand for current, popular, adult fiction is primarily met through the McNaughton collection, which also provides best-selling nonfiction. The high demand for mysteries and science fiction is also met through McNaughton, special purchases, and donations. Demand surpasses supply in these two categories, however.

Local history: Materials relating to local history will be collected in all media whenever possible.

Selection criteria: Each piece of material must be considered in terms of its purpose and the audience for whom it is intended. No single standard for evaluating a material will apply in all cases. As knowledge, society, and technology change, so will the standards by which materials are evaluated. However, to build collections of merit, all materials must be periodically evaluated and re-evaluated, whether purchased or donated. The following criteria will be used:

1. Suitability of the subject and style for the intended audience
2. Relation to the existing collection and other material on the subject

3. Quality of the physical form in relation to its cost and intended use
4. Present and potential relevance to community needs
5. Appropriateness and effectiveness of the medium to the content
6. Availability of the material elsewhere in relation to local demand
7. Historical importance
8. Reputation and/or significance of the author
9. Skill, competence, and purpose of the author
10. Attention of critics, reviewers, and the public
11. Price in relation to budget, need, and physical quality

Additional criteria for nonfiction include:

1. Comprehensiveness and depth of treatment
2. Objectivity and integrity
3. Accuracy and clarity of presentation
4. On controversial topics, the title's contribution to representation of various viewpoints within the collection

Additional criteria for fiction include:

1. Vitality and originality
2. Effective characterization
3. Sustained interest
4. Authenticity of historical or social setting
5. Representation of important movements, genres, trends, or cultures

Additional criteria for non-print media include:

1. Quality of production
2. Value as a source of information (nonfiction)
3. Recognition as a classic of lasting value (fiction)

Resources for selection shall include at least one professional journal for public libraries, such as *Booklist*. Other sources of professional reviews shall be obtained as needed through Interlibrary Loan or purchased as necessary and affordable.

VIII. Interlibrary Loan/Resource Sharing

As a small, rural library, the Willow Public Library must function within the restraints of limited space and funding. This library cannot possibly provide materials to meet all the varied requests of the community. It can, however, provide access to almost unlimited sources of materials and information through participation in the Alaska and Western Library Networks. It is a priority of this library to inform patrons of this system, to assist them in using it, and to respond to requests from other libraries.

Resource sharing among local libraries is also a valuable method of maximizing our various resources. As the libraries in the Matanuska-Susitna Borough develop, it becomes increasingly possible to implement resource sharing.

IX. Collection Maintenance

Gifts: Gift materials are accepted and encouraged. They are subject to the same selection criteria cited previously. Gifts not needed in the Willow Public Library collection will be given the disposition that is of most value to the Library.

Duplication: Duplication of titles depends upon the size of the book budget, demand for the title, and available shelf space.

Replacement: Replacement of lost or damaged materials depends upon the materials' current value to the collection, as well as availability.

Weeding: Materials will be discarded for the following reasons: damage; unnecessary duplication; obsolescence; insufficient use; unserviceability; failure to meet selection criteria. Responsibility for decisions regarding weeding is vested in the Library Director.

Binding: Physical attractiveness is an important factor in user appeal. Binding is preferable to mending if a title is expected to have long-term usefulness and meets the physical criteria for binding. Titles should be replaced if purchase price is less than or comparable to binding. Paperbacks expected to have long-term usefulness should be pre-bound. Periodicals of lasting value may be bound for preservation. An irreplaceable title of importance should be retained regardless of condition; decisions regarding its care should be based upon the effect upon its value and useability.

X. Complaints

Informal Review: All complaints concerning library materials shall be submitted to the Library Director. A copy of this Selection Policy will be made available to the patron, and any questions will be answered by the Library Director. If the patron is not satisfied with this explanation, the Director will explain the reconsideration process. The patron may then fill out a "Request for Reconsideration of Library Materials" form, a copy of which is enclosed herein.

Formal Review: When and if the completed form is received, the Director will notify the Willow Public Library Board president that a complaint has been received. A committee consisting of the Library Board and Library Director will meet within 30 days, or 10 days if so requested by the patron, to reconsider the material in view of the Library's Selection Policy. If needed to obtain an odd number of committee members, one community member may be chosen at large by vote of the Library Board. The patron may elect to make an oral presentation to the review committee. The committee will recommend to retain, remove, or relocate the material based on the guidelines in this Policy. The patron will then be notified by the Board President of the decision and given a full explanation. Information about the appeal process shall also be provided.

Appeal Process: If the patron is not satisfied with the Board's decision, he or she may file a written appeal to the administrative officer in charge of the Matanuska-Susitna Borough libraries. If the subsequent recommendation is also unacceptable to the patron, he or she may then appeal in writing to the Borough Manager. The librarian may also follow this appeal process.

Disposition of Materials: The material in question shall not be removed or restricted unless and until the official determination requires such action.

XIII. Updating of Selection Policy

This Policy shall be reviewed and updated at least every three years.

PALMER PUBLIC LIBRARY

Selection Policy

I. Purpose

The purpose of the Palmer Public Library is to provide residents of Palmer and other residents of the Matanuska-Susitna Borough ready access to a broad collection of materials in a variety of media that record our knowledge, ideas, and culture; to offer guidance and encouragement in their use; and to provide the community with access to reliable and easily available sources of information and reference.

Because of the volume of publishing, as well as the limitations of budget and space, the library must have a selection policy with which it meets community interests and needs if it is to fulfill its objectives.

The Library Bill of Rights (Attachment #1) and the Freedom to Read Statement (Attachment #2) have been endorsed by the City of Palmer and are integral parts of this policy.

II. Factors Affecting Selection

The Alaska State Library funds an interlibrary loan program that enables the Palmer Library to receive specialized and technical materials from large library systems throughout the United States.

The Mat-Su Community College circulates books to the general public, providing academic material for the community.

Because of these two available resources the Palmer Library can concentrate its collection development on materials likely to provide broad subject coverage and meet the interests and needs of larger segments of the public served.

III. Responsibilities for Materials Selection

The ultimate responsibility for selection of materials rests with the head librarian, who operates within the framework of policies determined by the City of Palmer.

IV. Selection of Materials — Criteria for Evaluation

Involved in the choice of materials are the knowledge of the staff selecting materials, their familiarity with the community, its needs, demands, and other library resources, the existing collection, and the library's materials budget.

Materials are judged on the basis of the work as a whole, not on a part taken out of context. Reviews in professional journals are used in the selection process and are sought whenever possible. However, the lack of review or an unfavorable review shall not be the sole reason for rejecting a title which is in demand.

A. Books (Criteria for Selection)

Nonfiction

1. Qualifications of author in subject field
2. Scope and authority of subject matter
3. Quality of writing
4. Appeal
5. Date of publication
6. Reputation of publisher
7. Organization of contents (indices, bibliographies, etc.)
8. Relationship to present collection
9. Physical qualities (binding, print size, illustrations, etc.)
10. Price

Fiction

1. Style
2. Appeal
3. Quality of writing
4. Relationship to collection
5. Reputation of publisher
6. Price

B. Reference Collection

Reference material is selected with the goal of satisfying the majority of the information needs within the community. Questions which fall beyond the limits of our collections are referred to larger libraries in Anchorage. Reference materials are evaluated by the following criteria:

1. Purpose
2. Authority
3. Scope
4. Timeliness
5. Format
6. Suitability for intended patrons
7. Price

C. Alaska Collection

The circulating Alaska Collection is intended to include all new materials on Alaska as they are published.

Selections for the reserve Alaska Collection are evaluated by the following criteria:

1. Historical information
2. Authority
3. All historical material available on the Matanuska-Susitna Borough to be included.
4. Price

D. Other Print Materials

Selection of material for the **pamphlet file** is based on its value as supplementary material to the book collections. Selection for pamphlets follows the same criteria as nonfiction books.

A well-balanced subject collection of **periodicals** is maintained as a current supplement to the book collection. Selection is based on appeal and demand, the accessibility of the title's contents through indices, the accuracy and objectivity of the editor and authors, and the preservation of a balanced viewpoint within the collection.

Requests for periodical articles that fall outside the scope of the collection may be filled through interlibrary loan.

The library actively encourages local, state, and federal governments to contribute any state-related government document which contains public information. State department newsletters and local assembly and council meeting minutes are kept on file.

The library maintains a special collection of local history materials including a clipping file, publications of local organizations and schools. The library actively solicits material for this collection.

E. Audio-Visual Materials

Currently a collection of cassette tapes is provided to patrons, both adults and children. New recordings of children's stories and music (classical, popular, and western), old radio shows, and literature are purchased based on:

1. The need for material based on current holdings and requests
2. Quality of recording
3. Budget

F. Materials for Children and Young Adults

In selecting books for children, the library's objective is to make available a collection which satisfies the informational, recreational, and cultural reading needs and potentials of children of preschool age through elementary school. Books are selected which meet the general demands of the majority of children along with special needs, talents, problems, or interests. Criteria for book selection are the same as for adult materials with the addition of vocabulary suitable to the age of the intended audience.

Young people (grades 7 through 12, approximately) will be served from the general collection but will also have access to materials specially selected to meet the informational, recreational, and emotional concerns of this age group. The Young Adult collection will be fluid, flexible, current and attractive, containing materials which are (1) in demand, and (2) of special quality which will help young adults understand themselves and others, broaden their viewpoints and knowledge of the world, stimulate their curiosity, and expand both their reading ability and reading enjoyment. Emphasis will be on popular browsing materials, primarily paperbacks and periodicals, rather than on school-related materials. The selection criteria for young adult material will be the same as stated for books and other print material.

V. Duplication

Inherent in the selection process is the problem of evaluating demand and need for duplication of material. A book in heavy demand should be duplicated if long use is anticipated. However, the library will not duplicate at the expense of the rest of the collection.

VI. Discarding

Discarding is necessary to maintain a vital, useful, well-kept collection. It takes skill, care, time, and knowledge of the materials to do a competent job of discarding. Selection of materials for discarding is based on the following criteria:

1. Materials worn out through use
2. Ephemeral materials which are no longer timely
3. Materials no longer considered accurate or factual
4. Materials which have had little recent use and are of questionable value
5. Excess copies of a title no longer in demand

Replacement of material which is withdrawn is not automatic. The need for replacement is based on:

1. The number of duplicate copies.
2. Existence of adequate coverage of the subject in the collection.
3. Demand for the specific title or subject area.

In line with national standards, it is anticipated that approximately 5% of the book collection, between 5 and 10% of the pamphlet collection, and between 10 and 15% of the audio collection will be discarded annually.

Disposal of materials discarded from the collection is accomplished according to the following priorities:

1. Material which can be used, by another Matanuska-Susitna Borough tax-supported library first and then to other libraries, is made available to that library with all responsibility for transfer assumed by the receiving library.
2. Material which can be used by another tax-supported institution, not a library, is made available to that institution with all responsibility for transfer assumed by the receiving institution.
3. Materials which are of no interest to other libraries or other tax-supported institutions but which is judged by the library staff to have possible resale value, is kept for the book sale.
4. Material unsuitable for transfer or sale is destroyed and thrown away.

VII. Gifts

The policy of the Palmer Library is to encourage donations of materials, or gifts of money for the purchase of materials which meet the stated selection criteria.

The library accepts gift books with the understanding that those which would enrich the library collection will be retained and all others will be sold at the annual book sale or given to other libraries or institutions. Proceeds from the sale will be used to purchase new materials. In accordance with the selection criteria, out-of-date material, duplication of items for which additional copies are not needed, and materials in poor physical condition will not be added to the collection. The head librarian will make final decisions on the materials retained.

The library cannot make a commitment to keep any collection or group of books on a special shelf apart from other books in the library. The library, by necessity, reserves the right to intershelve gift books with other materials on the same subject.

Individual volumes may be marked with book plates identifying the donor.

Donors are encouraged to consult the head librarian in advance concerning donations of materials.

VIII. Reconsideration

The Palmer Public Library recognizes that many materials are controversial and that any given item may offend some patrons. Selection of materials will not be made on the basis of anticipated approval or disapproval, but solely on the basis of the principles stated in this selection policy.

Library materials will not be marked or identified to show approval or disapproval of their contents, and no library material will be sequestered, except to protect it from injury or theft.

Responsibility for the reading of children rests with their parents or their legal guardians. Selection of library material will not be inhibited by the possibility that books may come into the possession of children.

Complaints on library materials will:

1. Be handled in an informal manner (by the head librarian). The selection policy will be explained to the patron.
2. If the patron is not satisfied with the informal discussion, the head librarian will provide a "Materials Selection Inquiry" (see attachments #3) for the patron to fill out and return.
3. Upon receiving the "Inquiry" the head librarian will make a decision whether to retain the material or remove it.
4. The patron will be notified immediately of the recommendation and given full explanation of the decision. Information concerning the appeal process should be included as well.
5. If the patron is not satisfied with the recommendation from the head librarian, he or she may file a written appeal to the Palmer City Manager.
6. Material in question will not be removed or restricted unless an official determination has been made to do so.

Attachment 3

MATERIAL SELECTION INQUIRY

Complainant's Name____

Address____

Represents:____________Self ____________Organization (check one)

If complainant represents organization:

Name of Organization____________________________

Address of Organization____________________________

Person in Charge____________________________

(If objection is to material other than book, change wording of the following so that they apply.)

AUTHOR____________________ PUBLISHER____________________

TITLE____________________ COPYRIGHT DATE____________________

1. How did you learn of this book?

2. What are your objections to this book?

3. What harm do you feel might be the result of reading this book?

4. Did you read the entire book? If not, what parts did you read?

5. Is there anything worthwhile in the book?

6. Have you read any professional reviews of the book? If so, please list the names of critics and source of reviews.

7. What do you think were the main ideas of the book?

8. What do you think was the author's purpose in writing this book?

9. In view of the author's purpose would you say he/she has succeeded or failed?

10. What book with a similar purpose would you suggest in place of this book?

Delta Community Library

Selection Policy

The purpose of a selection policy for the Delta Community Library is to provide the librarian and staff with a guide to selection of materials. This selection policy promotes the retention of materials rather than the rejection of materials for the library.

Mission Statement

The Delta Community Library strives to provide the community with access to print and non-print recreational materials, materials for independent self education and general research. These services are provided free of charge.

This selection policy is meant to inform the public and the city governing agency of the goals and plans of the library. It will serve as a guideline to the types of material collected and set criteria for the selection of those materials. The role of the library is to serve the public in making available resources to stimulate interest in those unfamiliar with its services and to encourage a positive attitude toward the library.

Major goals of the library include:

- To make available a wide variety of materials
- To encourage the use of the library by preschoolers
- To purchase works relating to Alaska, especially the Interior and other areas of the Arctic

The library will strive to provide the community with these services and continue to work toward the goals stated within the budget provided by the City of Delta Junction. The Fairbanks North Star Borough Library, as well as other libraries throughout the state, will be accessed through Interlibrary Loan for materials not available in the library.

Intellectual Freedom Statement

It is the role of every public library to make available an arena of intellectual freedom for its users. Intellectual freedom refers to non-biased, non-judgemental collections of diverse thought and expression, including that which may be unorthodox or unpopular with the majority. It is the responsibility of the librarian to guard the people's freedom to read. A copy of the "Library Bill of Rights" and the American Library Association's "Freedom to Read" statement are available at all times to all library patrons.

The Delta Community Library supports intellectual freedom and endorses both the "Freedom to Read" and the "Library Bill of Rights" statements. The choice of library materials by users is an individual matter. Responsibility for the reading of children and adolescents rests with their parents and legal guardians. While a person may reject materials for him/herself and for his/her children, he/she cannot exercise censorship to restrict access to the materials by others.

Responsibility for Selection

Final responsibility for selection rests with the Delta Community Library Board. This task is delegated to the librarian who oversees the operation of the Library. In trying to provide patrons with materials they want, requests or recommendations are welcomed and considered as stated in the procedures that follow.

Criteria for Selection

All materials being considered for selection will be evaluated by the following criteria. If the material meets these guidelines, it will be considered. Selection criteria for the Delta Community Library include:

1. Qualifications of author/producer
2. Significance of subject matter
3. Accuracy of information
4. Potential use by patrons
5. Importance to the collection as a whole
6. Appearance of the item in standard bibliographies or reviewing journals
7. Physical quality of the material
8. Current and/or permanent value
9. Price
10. Available in correct format for library use
11. Local interest

Reviewing journals, which will be used regularly in the selection process, include:

The Wilson Catalogs; *Booklist*; *Library Journal*; *New York Times Book Review*, *Some Books About Alaska*; *Horn Book*; *Media & Methods*; *Wilson Library Bulletin*; *American Libraries*, *Public Libraries*; *School Library Journal*.

Gift Policy

Gifts and donations will be accepted with the understanding that they are subject to the same selection criteria as purchased materials and that the library will dispose of items not used.

Collection Maintenance

Collection maintenance will be an on-going process. The collection maintenance procedures include weeding, replacement, or rebinding. Continual evaluation is done in order to maintain a quality collection. The collection maintenance will be the responsibility of the librarian and staff. Materials will be weeded, replaced or rebound from the collection if they are:

1. outdated or superseded
2. titles no longer of interest

3. of poor content or poorly written
4. in poor physical condition - dirty, worn, or badly produced
5. duplicates, no longer used

Books will be rebound or replaced depending on how they relate to the following criteria:

1. still available in print
2. the value of the material to the collection
3. the cost of replacement or repair

The Library Board and staff will inventory the collection every two years.

Challenged Materials

The library recognizes that many library materials are controversial and may offend some patrons. However, it is not up to the library to practice censorship. No library materials will be excluded from the collection because of the race, nationality, sex, or the political, social, or religious views of the author. A patron is free to reject for himself materials of which he does not approve, but he cannot exercise censorship to restrict the freedom of use of access to others. If a material is questioned by a patron, that patron will be asked to fill out a Request for Reconsideration of Library Materials form. The completed form will be presented to the Library Board which acts as the review committee. The patron is also encouraged to attend the meeting and present his/her case to the Board.

The Board will review the material and make a decision within six weeks. The material will remain on the shelf during that time. If the Board determines that the questioned material does meet the selection criteria, the material will stay on the shelf. If the Board feels, however, the policy was not followed correctly, the Board may decide to remove the material from circulation. The complainant will be notified immediately of the decision.

If the Board's decision does not satisfy the patron, an appeal may be made in person to the City Council. At the meeting, a representative of the Library Board will also present the selection policy and point of view. Throughout this procedure, the challenged material will remain on the shelf and available to the public, in accordance with the American Library Association's statement on "Nonremoval of Challenged Library Materials."

The Delta Community Library and the Delta Community Library Board members support the American Library Association's *Intellectual Freedom Manual* statement, that it is the responsibility of the library to make available material which includes widely divergent viewpoints about all issues, historical and contemporary, no matter how controversial, and to provide unimpeded access to that material. It is understood that the public library may be vulnerable to attack by those who do not believe that exposure to a wide variety of values and viewpoints helps to define values through a process of challenge and conflict. The Delta Community Library and Library Board are prepared, with the support of this Selection Policy, to meet these challenges and defend their purchases and their holdings.

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

Request submitted by: ______________________ Date ____________

Address: ______________________ Phone ____________

Person making request represents Self ______ Group ________

Group/Organization Name ______________________

Material in Question ______________________

Author: ______________________ Publisher: ______________________

Title ______________________ Date of Publication ______________________

1. To what did you object? (Please site pages or passages)

2. Did you review entire book or other format?

3. What harmful effects might result from the use of this material?

4. For what age group would you recommend this material?

5. Is there anything good about this material?

6. Are you aware of the judgement of this material by experts in the field?

7. What do you believe is the theme or purpose of this material?

8. What would you like the library to do about this material?

9. Would you like to present this request to the Library Board in person?

Signature of Patron ______________________

Library Staff (please fill out)

Is the material currently in the library?

Call number? Accession number? Date accessioned

Is the original order card available?

Review Journal used? Date/Page

What action, if any, was taken at the time the patron filed this request form?

Appendix
to
Chapter VII

Programming

The following paper games are from summer reading clubs of:

Arkansas State Library 1
South Carolina State Library 5
Wisconsin Department of Public Instruction 9

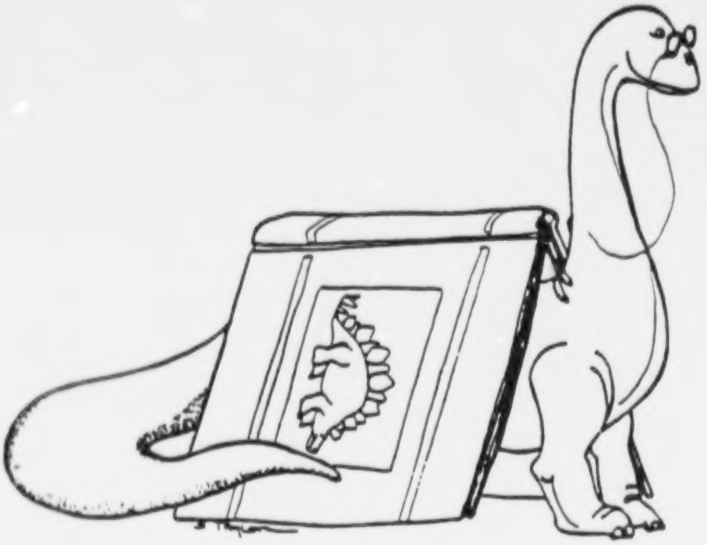
The games are intended as ideas of take home games which a library could adapt to its own theme for the reading program.

Permission was granted for reproduction of these games.

Anderson Community/School Library
    Preschool storytime 15

DINO-MITE READ-A-THON

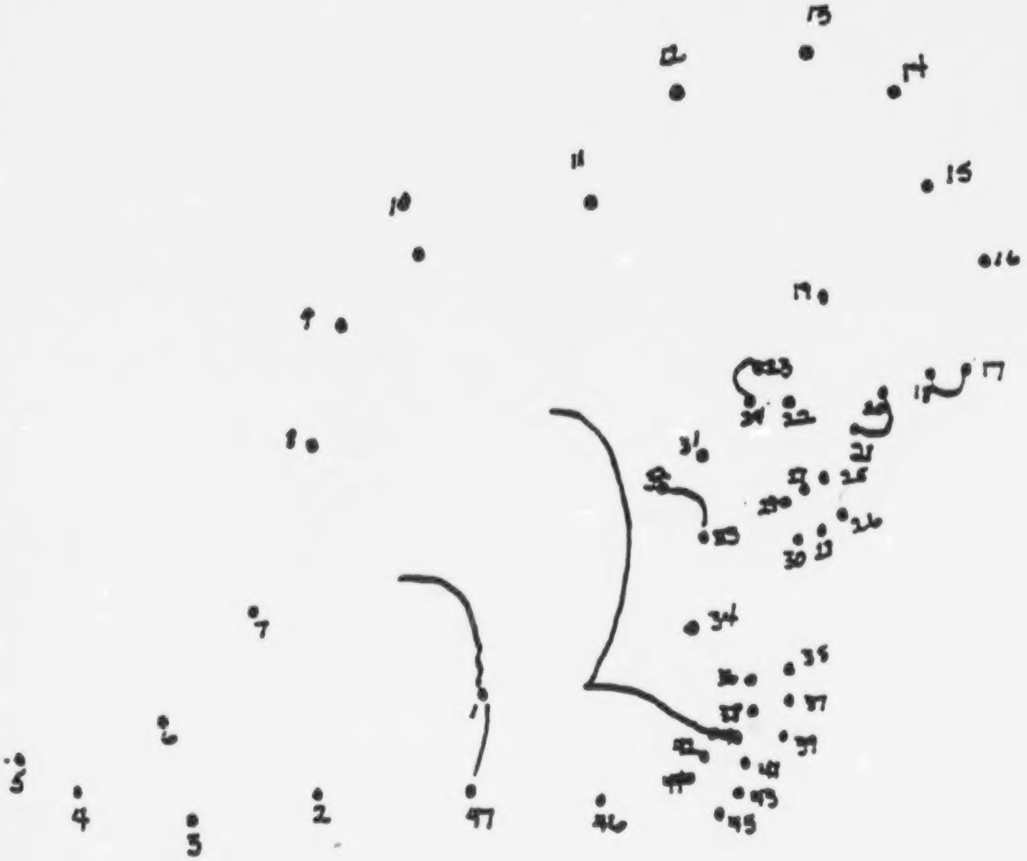
Arkansas Library Reading Program 1989



A Manual for Librarians
prepared by
The Children's Services Advisory Committee

Extension Services
Arkansas State Library
One Capitol Mall
Little Rock, AR 72201
Phone: (501) 682-5288

CONNECT THE DOTS TO MEET A FEROCIOUS FRIEND OF THE PAST.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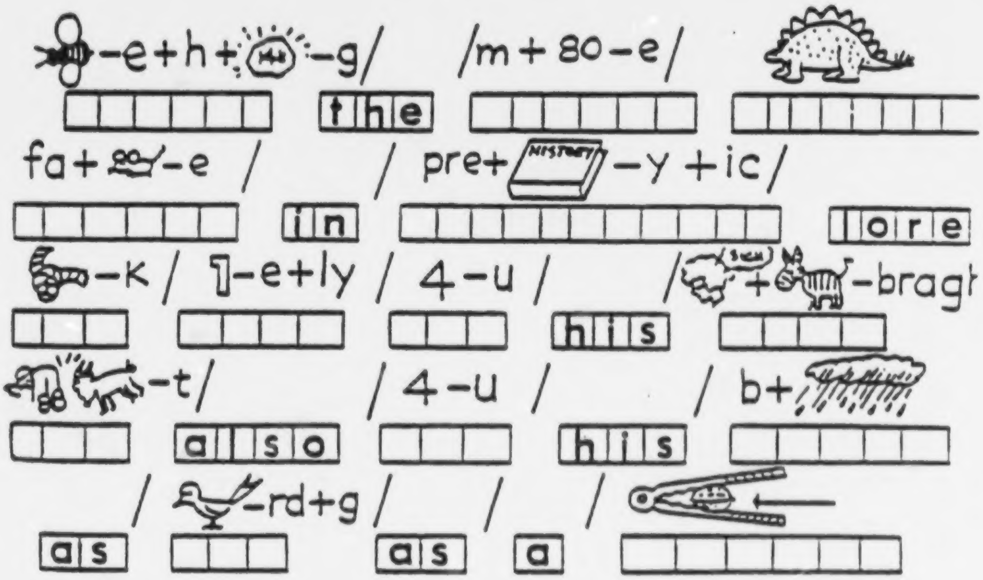
47

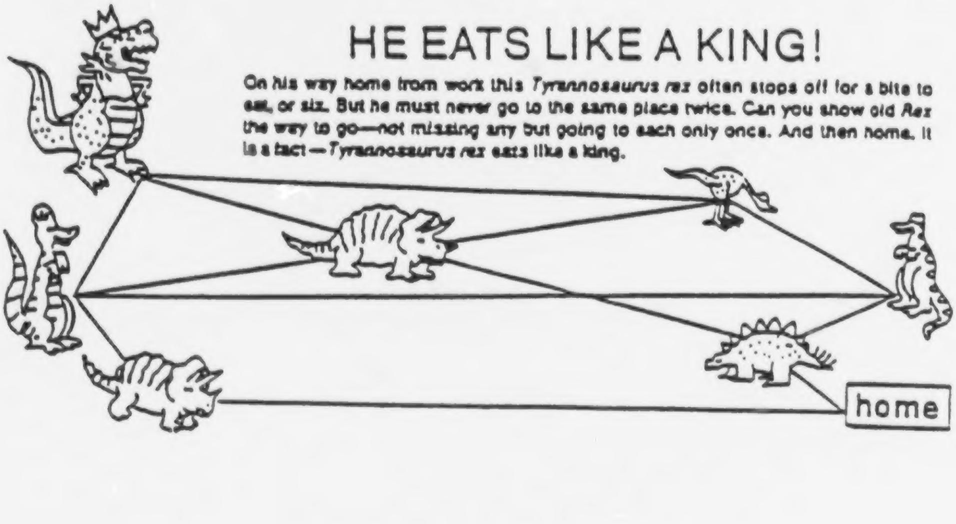
READ THE REBUS— A DINOSAUR STORY

Add and subtract the letters and words illustrated, as directed by the *plus* and *minus* signs to read the story. The boxes tell you how many letters are in each word.


-e+h+
-g
m+80-e
the
fa+
-e
pre+
HISTORY
-y +ic
in
lore
-k
-e+ly
4-u
his
-bragt
-t
also
4-u
his
b+
as
-rd+g
as
a

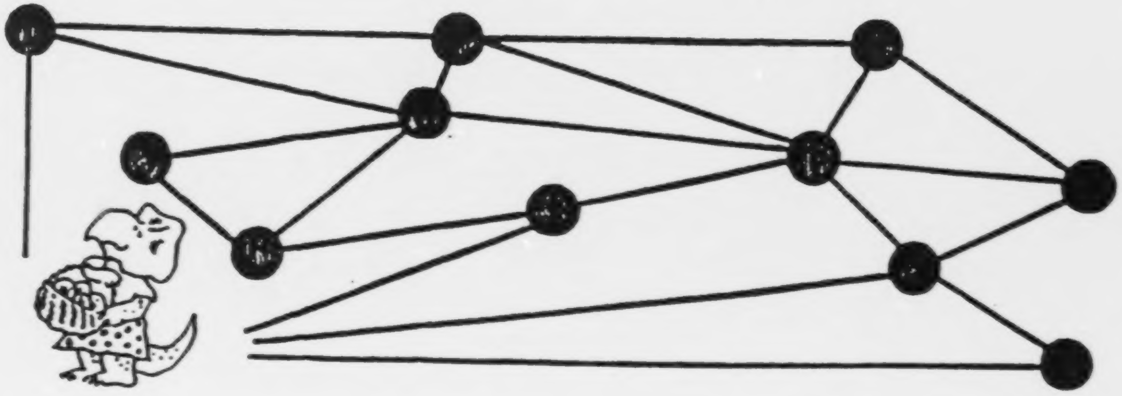
HE EATS LIKE A KING!

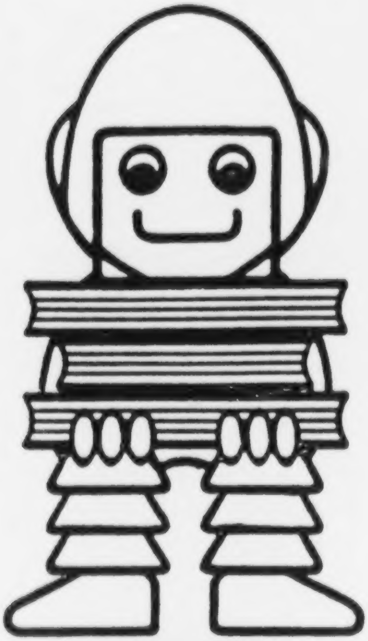
On his way home from work this *Tyrannosaurus rex* often stops off for a bite to eat, or six. But he must never go to the same place twice. Can you show old *Rex* the way to go—not missing any but going to each only once. And then home. It is a fact—*Tyrannosaurus rex* eats like a king.



MEANWHILE, MRS. PROTOCERATOPS HIDES HER EGGS

By now you know that some dinosaurs were egg layers and some were egg stealers. Help Mrs. P. go all the way around without repeating a visit or missing any.

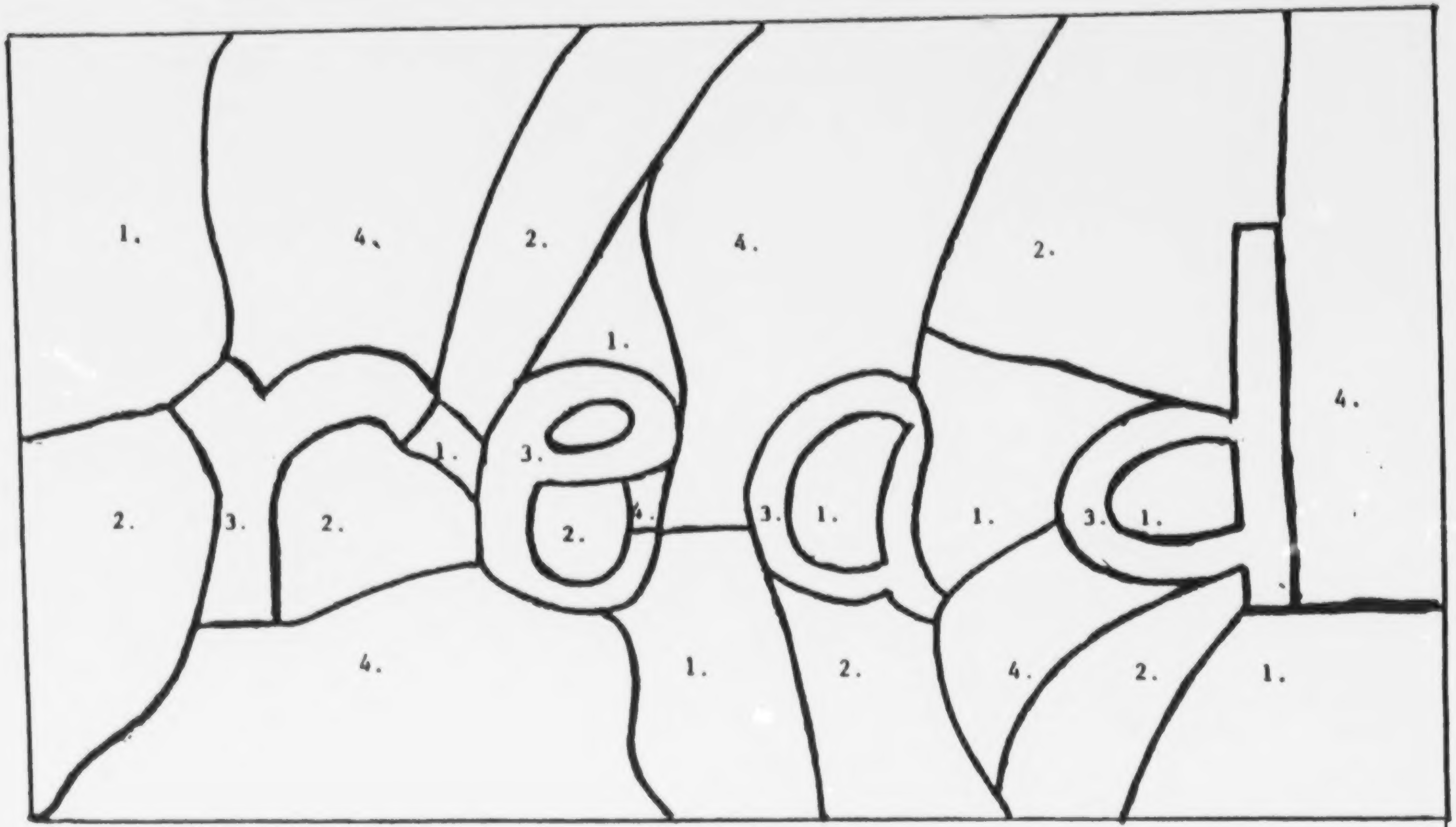




BOOK INVADER

SUMMER READING PROGRAM
MANUAL
1983

the
South
Carolina
State
Library


1.
4.
2.
4.
2.
1.
4.
1.
3.
2.
3.
2.
2.
4.
3.
1.
1.
3.
1.
4.
1.
2.
4.
2.
1.

Color the numbered areas to find the secret message.

1. Green
2. Yellow
3. Red
4. Blue

Margaret Miller
Orangeburg County Libr

BOOK INVADER is preparing for his travels this summer. Help him find some of the things he will need, and find as he travels.

J O S C E A R T H E P H M C H I E L C A T S H O M A

L S M M R A G R A E T N A N M L E L O R I T D R E U

I B A R A F P L A N E T S R N A C E M S C O A E T N

B O R E A E N L L J S P A C E S H I P P M R O C R I

R G S N A K S P O R T S E E A P W S U N A I Y O K T

A M F Y A I A R L D Y M B T H I L E T S P E I R I E

R T S H N I E O A N B O O K S H R V E E S S T D M D

Y O M Y S T E R Y O N O P T R E E L R O R R E S M S

C L S T O I P N S A C N E S T R A T S R E K E T H T

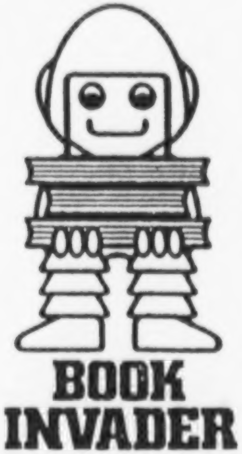
A S T E R O I D S W R A T F H J O K E S F O K H A A

R N W H T I E C H I R T S U M A M O V I E S S W Y T

D N K E N S T A R S B L Y N K E D N A O N D S A I E

L D E F O F N A S O U T H C A R O L I N A I S H O S

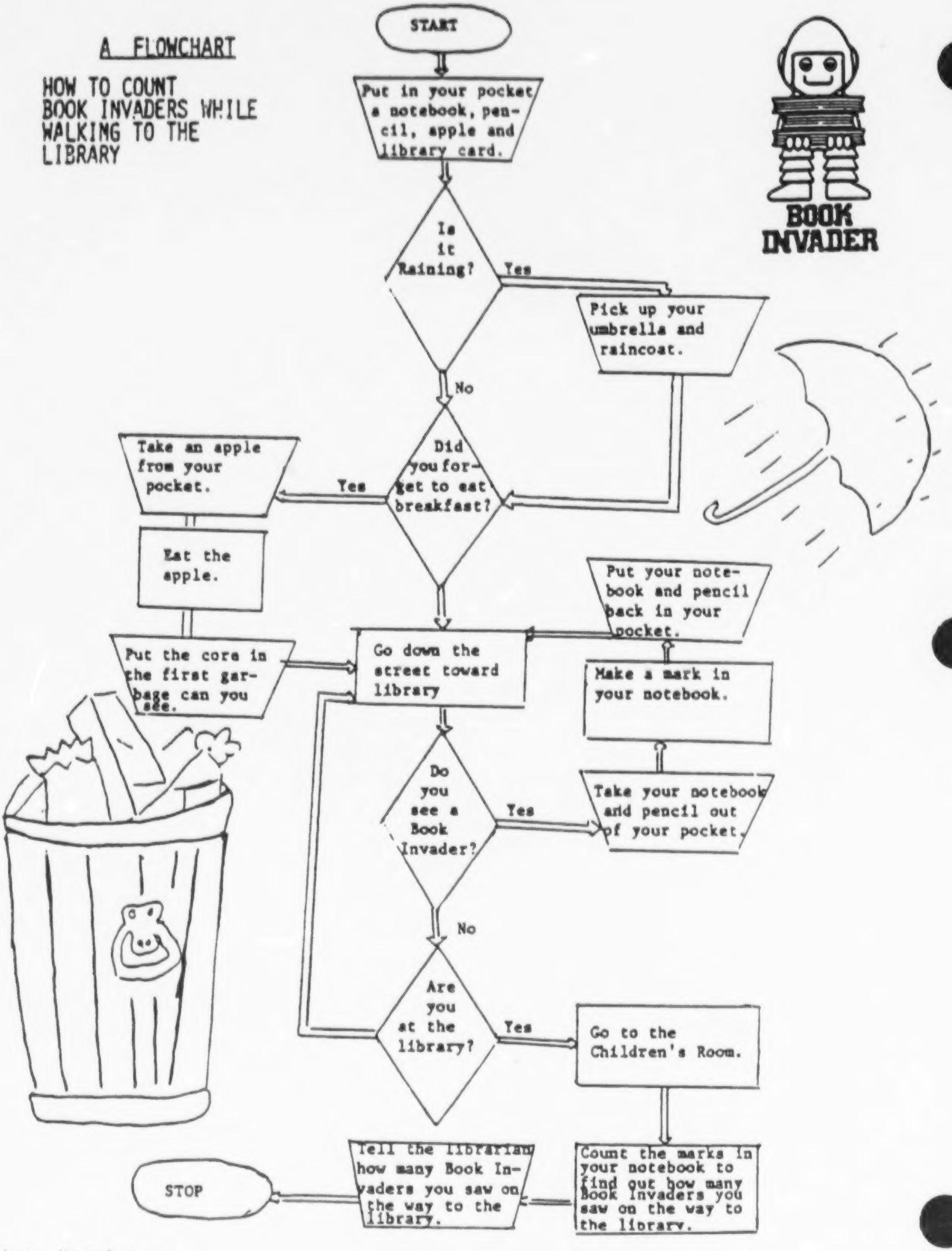
Books
Library card
Earth
Planets
Sun
Computers
Moon
Asteroids
Stars
United States
South Carolina
Space Ship
Records
Movies
Mars
Mystery
Stories
Jokes
Sports
Fun



Margaret Miller
Orangeburg County Library

A FLOWCHART

HOW TO COUNT BOOK INVADERS WHILE WALKING TO THE LIBRARY


START
Put in your pocket a notebook, pencil, apple and library card.
Is it Raining?
Yes
Pick up your umbrella and raincoat.
No
Did you forget to eat breakfast?
Yes
Take an apple from your pocket.
Eat the apple.
Put the core in the first garbage can you see.
Go down the street toward library
Do you see a Book Invader?
Yes
Take your notebook and pencil out of your pocket.
Make a mark in your notebook.
Put your notebook and pencil back in your pocket.
No
Are you at the library?
Yes
Go to the Children's Room.
Count the marks in your notebook to find out how many Book Invaders you saw on the way to the library.
Tell the librarian how many Book Invaders you saw on the way to the library.
STOP
BOOK INVADER

Clara Mae Gray
Chester County Library

1990 Wisconsin Summer Library Program Manual

WISCONSIN DPI

based on the theme

Readlicious:
Carry-outs Available

Donald K. Lamb
Program Coordinator

Jane A. Roeber
Program Manual Content Editor

Leslyn M. Shires
Assistant Superintendent
Division for Library Services

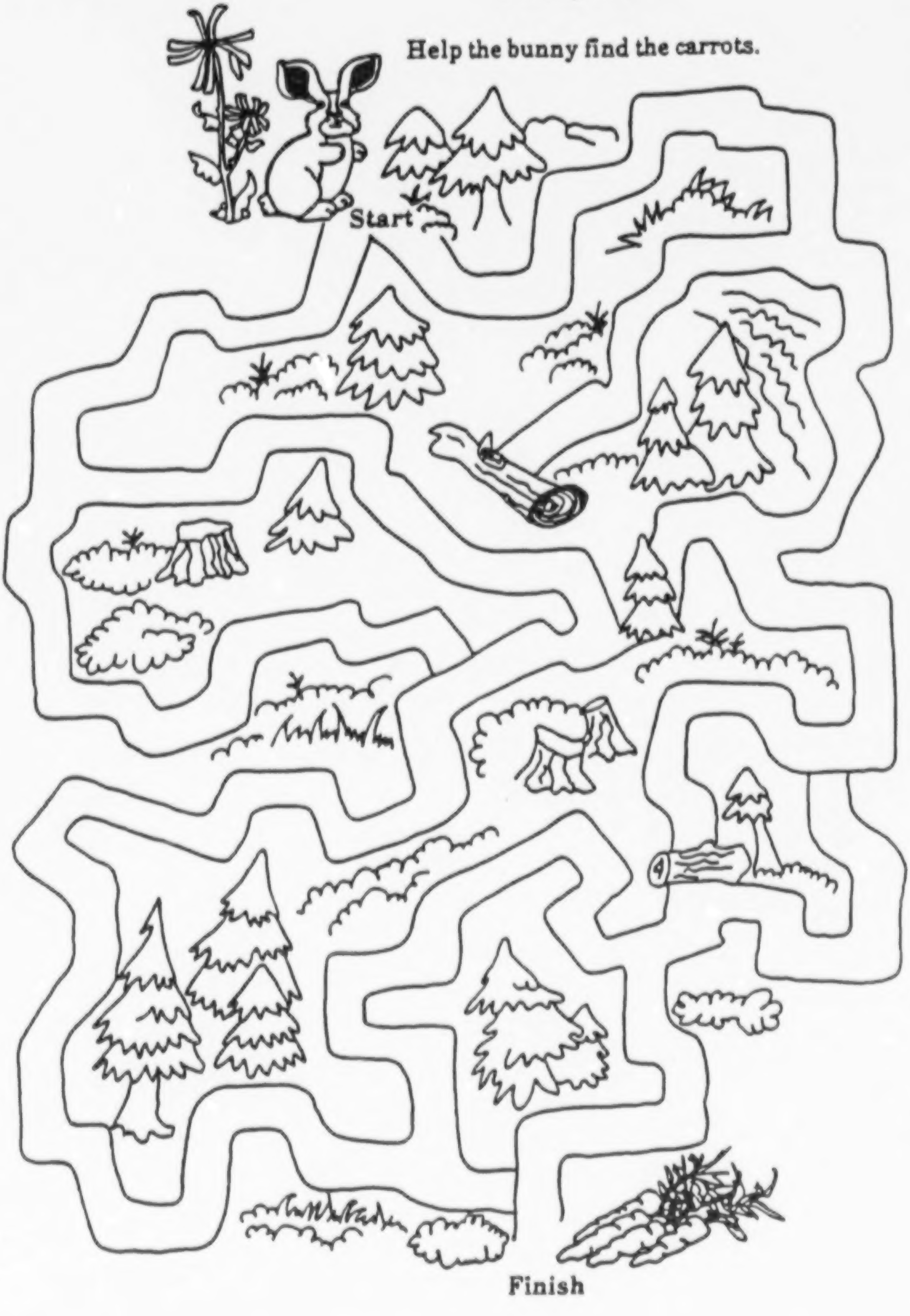
Larry T. Nix
Director
Bureau for Library Development

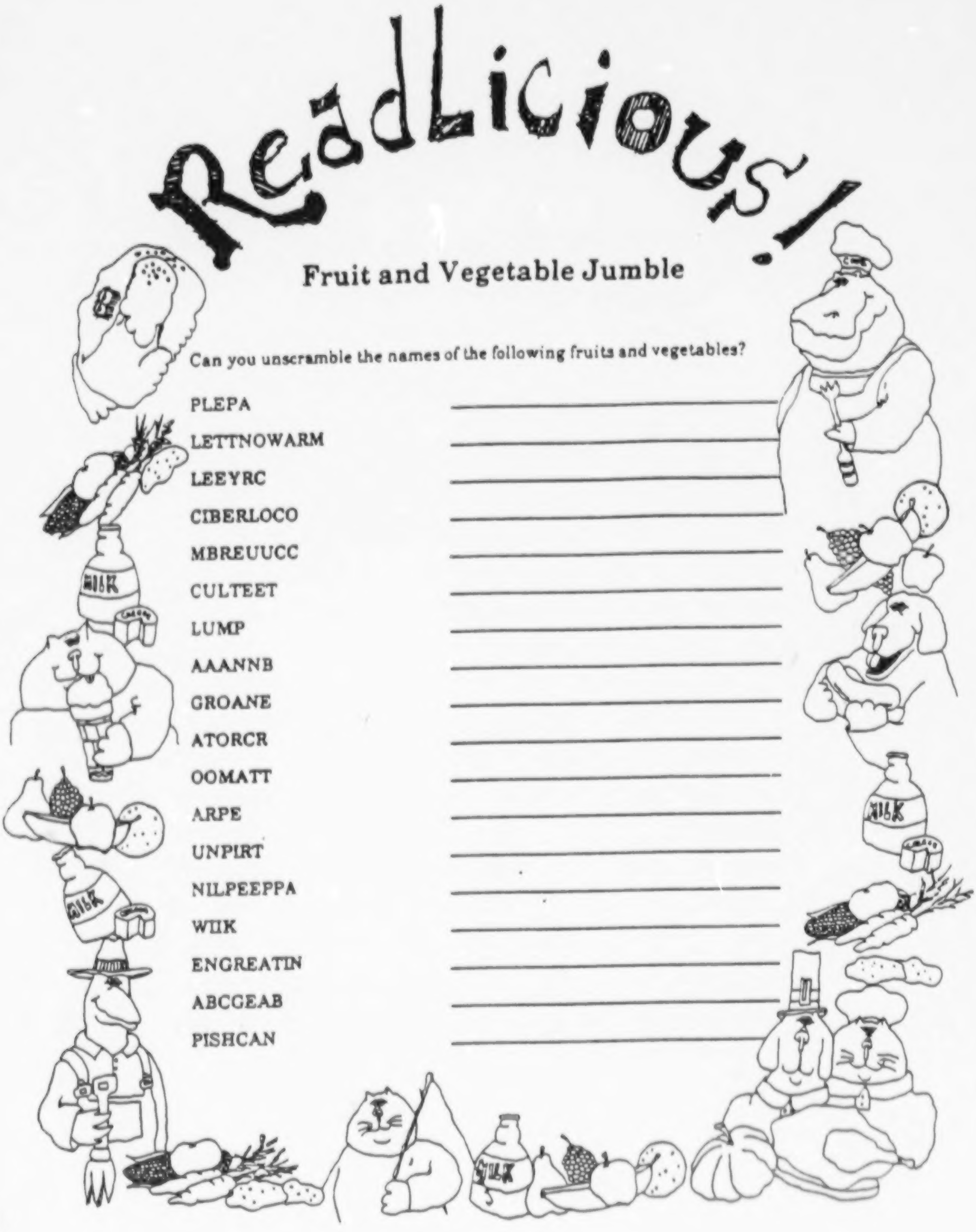
Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

Appendix VII-9

Bunny Maze

Help the bunny find the carrots.


Start
Finish



ReadLicious!

Fruit and Vegetable Jumble

Can you unscramble the names of the following fruits and vegetables?

PLEPA ____________________
LETTNOWARM ____________________
LEEYRC ____________________
CIBERLOCO ____________________
MBREUUCC ____________________
CULTEET ____________________
LUMP ____________________
AAANNB ____________________
GROANE ____________________
ATORCR ____________________
OOMATT ____________________
ARPE ____________________
UNPIRT ____________________
NILPEEPPA ____________________
WIIK ____________________
ENGREATIN ____________________
ABCGEAB ____________________
PISHCAN ____________________

ReadLicious!

Horseradish

A word puzzle for young adults. Find at least 25 words from the word horseradish. You're not horsing around if you can do this.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
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15. ____________________
16. ____________________
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18. ____________________
19. ____________________
20. ____________________
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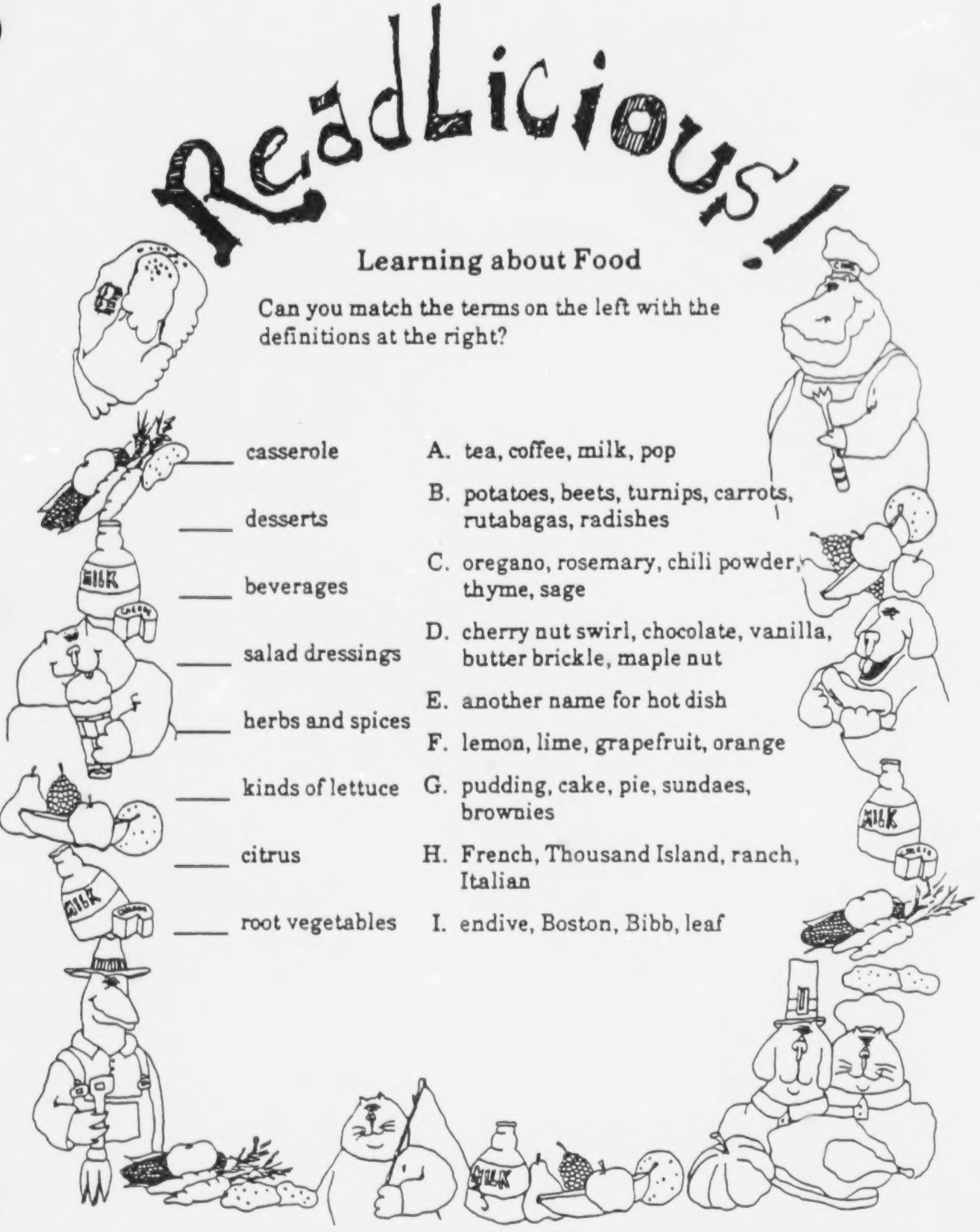
22. ____________________
23. ____________________
24. ____________________

25. ____________________



ReadLicious!

Learning about Food

Can you match the terms on the left with the definitions at the right?

____ casserole

____ desserts

____ beverages

____ salad dressings

____ herbs and spices

____ kinds of lettuce

____ citrus

____ root vegetables

A. tea, coffee, milk, pop

B. potatoes, beets, turnips, carrots, rutabagas, radishes

C. oregano, rosemary, chili powder, thyme, sage

D. cherry nut swirl, chocolate, vanilla, butter brickle, maple nut

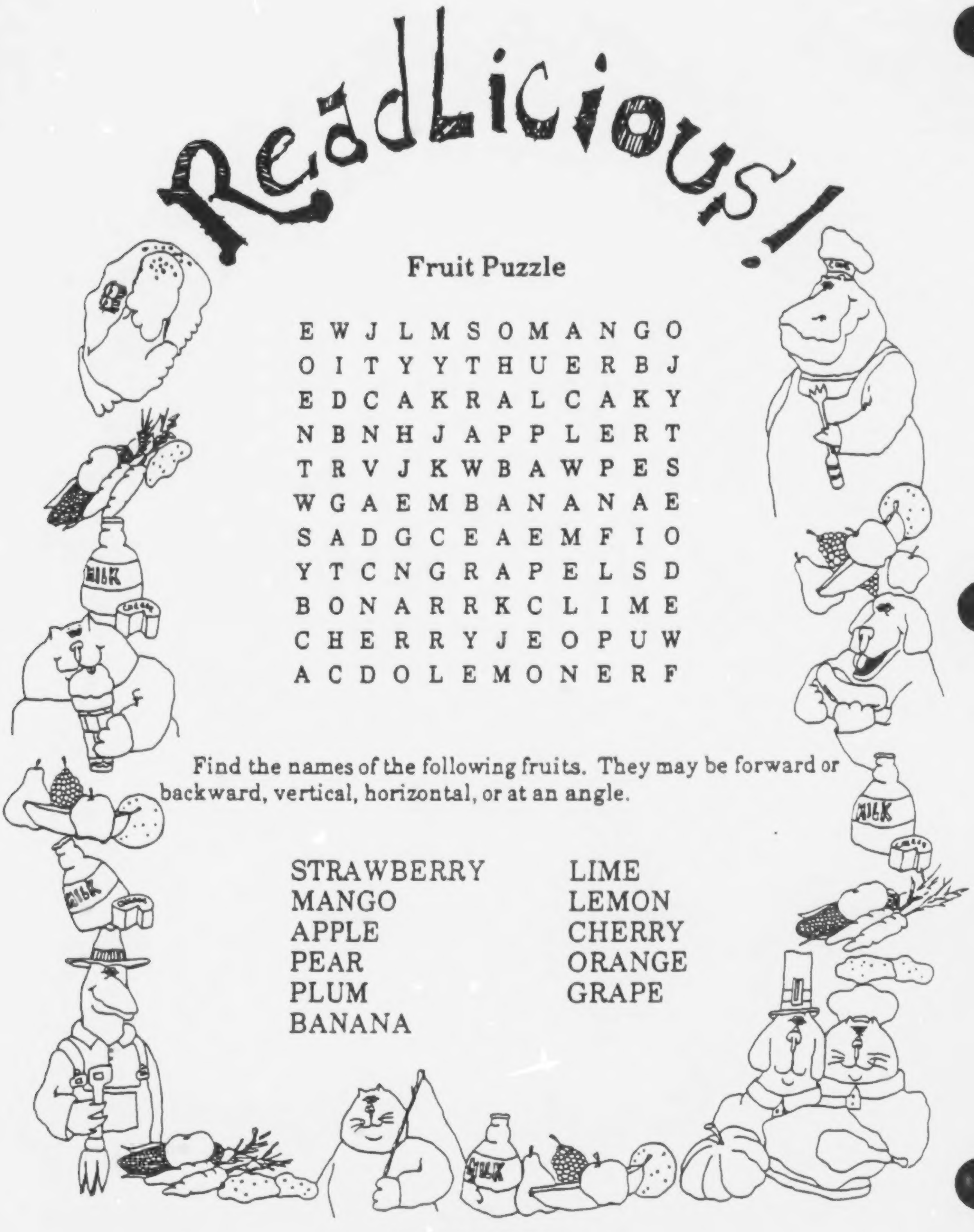
E. another name for hot dish

F. lemon, lime, grapefruit, orange

G. pudding, cake, pie, sundaes, brownies

H. French, Thousand Island, ranch, Italian

I. endive, Boston, Bibb, leaf



Readlicious!

Fruit Puzzle

E	W	J	L	M	S	O	M	A	N	G	O
O	I	T	Y	Y	T	H	U	E	R	B	J
E	D	C	A	K	R	A	L	C	A	K	Y
N	B	N	H	J	A	P	P	L	E	R	T
T	R	V	J	K	W	B	A	W	P	E	S
W	G	A	E	M	B	A	N	A	N	A	E
S	A	D	G	C	E	A	E	M	F	I	O
Y	T	C	N	G	R	A	P	E	L	S	D
B	O	N	A	R	R	K	C	L	I	M	E
C	H	E	R	R	Y	J	E	O	P	U	W
A	C	D	O	L	E	M	O	N	E	R	F

Find the names of the following fruits. They may be forward or backward, vertical, horizontal, or at an angle.

STRAWBERRY
MANGO
APPLE
PEAR
PLUM
BANANA
LIME
LEMON
CHERRY
ORANGE
GRAPE

Anderson Community/School Library

Preschool Storytime

Preschool storytime is a program kept afloat directly by volunteer effort of the library board. Neither the public nor the school libarian are involved in organization or supervision of storytime, though they do offer support to the program.

The board establishes the purpose, guidelines about content, requirements for statistics, and time allocations for story hours. The board recruits storytellers for the storytime sessions. Each storytime session lasts from five to eight weeks in length, depending on the school calendar, holidays, etc. Typical attendance for any one day's storytime in Anderson is 10-12 preschoolers, with assorted adults and younger siblings enjoying a social time.

A statement about art activities is included in the guidelines for storytime content because the board believes art activities need to be very carefully chosen to match the abilities of a 3-5 year old child, the time allotted, and still allow time for the most important program component—the stories.

During the "gathering in" time the children can play with the toys that are part of the library collection—storybook character dolls, rubber and wooden puzzles, big blocks, etc. The children enjoy playing with different toys, and most of the toys can be checked out and taken home.

The storyteller is asked to keep an attendance count, a circulation count, and a record and evaluation of stories, poems, fingerplays, etc. used each storytime. Storytime usually lasts a full hour from the beginning until books are checked out, the visiting is finished, and everyone is out the door.

The following two pages consist of the agreement between the board and the storyteller.

Editor's note:

Most libraries hold preschool storyhours in the morning when children are more likely to be rested. The afternoon storyhour can interfere with naps or rest periods for the children. Since this is a combined library for both the community and the school, compromises must be made to accomodate both programs.

The Anderson library board is a competent, conscientious one and offers an active library program. Decisions are carefully considered and every attempt is made to provide the best library program possible.

PRESCHOOL STORYTIME

PURPOSE

The purpose of preschool storytime is to provide opportunities for preschool children to:

1. be introduced to books, reading, and story traditions, to include poetry, songs, fingerplays, drama, and stories.
2. experience small group activities
3. have a comfortable experience in a school/library setting
4. choose and check out library materials

PLANNING OVERVIEW

1. A library board member shall serve as liaison between the library board and the storytime employee.
2. A theme shall be chosen for each session to provide a thread connecting the individual storytimes. This also provides for repetition of stories, poetry, and other materials.
3. Art activities are **not** a necessary part of the story program. The purpose of any art activity should be for the child to express her or himself artistically, and for her/him to feel completely successful.
4. Rearranging and replacing furniture in the library for storytime shall be the storyteller's responsibility. Other clean-up regarding storytime will also be the responsibility of the storyteller.
5. For help with storytime, contact the library board liaison. For help during storytime, enlist the help of parents.
6. Storyteller will:
   - keep statistics of attendance
   - keep statistics of circulation
   - keep records and evaluations of stories, songs, games, poems, fingerplays, etc.

TIME ALLOCATION **Tuesdays, 2:30 - 3:15 p.m.**

5-8 minutes	Gathering in time (coats, coloring, puzzles, toys)
20-25 minutes	Group time with storyteller leading Each storytime should have at least one experience with poetry, one "told" story, and one fingerplay or song. A "told" story is considered one of the following: • a memorized story • a flannel board story • a story "told" while showing pictures in a book • a puppet story • a story told with other props
8-10 minutes	Book selection and check out
33-43 minutes	Total

PUBLICITY AND PROMOTION

There should be souvenirs at least two times during a storytime session.

The storyteller shall send an overview of the session's story programs to the parents of all possible participants before the first storytime of the session. In addition, parents shall be contacted by phone, in person, or by mail, at least once during the session.

MATERIALS

Storytelling props created with library-purchased materials will become the property of the public library.

Materials are available in the library. Additional materials may be purchased. $10.00 per session has been budgeted for storytime. The storyteller shall purchase materials and bring receipts to the liaison for reimbursement. If there are special needs or wants, the storyteller will consult with the liaison or the librarian.

PAY

The storyteller will be paid $25 per week. The treasurer will pay by check on the 5th and 20th of each month for storytimes completed by the 1st and 15th of each month.

SUBSTITUTES

An approved list of storytellers will be compiled from the session applicants.

The storyteller shall be responsible for arranging for a substitute in the event of illness or an emergency. The substitute will be selected from the approved list. Substitutes will be paid $25 per week on the 5th and 20th of each month for storytimes completed by the 1st and the 15th of the month.

Appendix
to
Chapter VIII

Procedures

Catalog card sets and kits, ordering 1
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CATALOG CARD CORP. OF AMERICA
3-C PROCEDURE

TO ORDER CARD SETS AND BOOK CARD/POCKET KITS:

1. Set typewriter for double space.

2. Set up order form on plain white paper using form shown in sample order.

3. Go to 3-C ORDER SHELVES and arrange books in alpha order by AUTHOR.

4. For each book, check verso (back) of title page for either the L.C. (Library of Congress) number, OR the ISBN (International Standard Book Number). ISBN # is first choice, use whenever possible. These numbers may also be found on the back or inside the book jacket. IF YOU HAVE TROUBLE FINDING A NUMBER OR UNSURE IF IT IS THE RIGHT ONE, ASK A STAFF MEMBER.

5. Type the number in the appropriate column (L.C. OR ISBN) as on the sample order.

6. At the end of order, go back and fill last page # on all pages (page 1 of 5; page 2 of 5, etc.)

7. Count number of items per page and enter in PENCIL at bottom right hand corner of each page.

8. TOTAL the number of items, attach calculator tape to assembled order.

9. Type up purchase order following the example shown.

10. Give order form and purchase order to Bookkeeper.

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HOMER, ALASKA 99603

PAGE 1 OF 4

PURCHASE ORDER 3 01207

LIBRARY OPTION # 99603600-

L.C. NUMBER	ISBN NUMBER
	0-87044-442-5
	0-87044-361-1
	0-87044-440-9
	0-13-032599-6
	0-87156-842-X
	0-442-20377-2
	0-382-06610-3
	0-312-92792-4
79-51161	
	0-385-18523-5
	0-87287-461-3
77-90353-Vol. 2	
	0-399-31004-5
	0-87044-413-1
	0-87909-754-X
	0-935094-00-8
	0-943822-62-9
	0-8242-0715-7
	0-670-65937-1
	0-8094-5237-5
	0-8242-0400-X
	0-87044-479-4
	0-87044-476-X
	0-8242-0408-5
	0-87773-224-8

PURCHASE ORDER

ORDER NO. 01207

VENDOR NO.

CITY OF HOMER
3670 LAKE STREET
HOMER, ALASKA 99603-0335
phone: 235-8121

TO:

CATALOG CARD CORP. OF AMERICA
P.O. BOX 1276
BURNSVILLE, MN 55337-0276

SHIP TO:

HOMER PUBLIC LIBRARY
141 WEST PIONEER AVE.
HOMER, AK 99603

	QTY ORDERED	QTY RECEIVED	UNIT PRICE	ITEM DESCRIPTION	ORGANIZATION OR PROJECT	ACCT	EXTENDED PRICE
1	96		.65	CARD SETS	571.00	228	62.40
2	96		.14	BOOK CARD AND POCKET SETS	571.00	228	13.44
3							
4							
5							
6							
7							
8							

PLEASE NOTE THE FOLLOWING

SHIPPING AND SPECIAL INSTRUCTIONS

Date 4/23/91

75.84
TOTAL

Prepared by

Department manager

City Manager

FINANCE COPY

Book Circulation Procedure for Village Library

One due date is used for the entire week. Books are checked out for a date three weeks from Monday; therefore, materials are loaned for a minimum of two weeks, and a maximum of three weeks.

On Monday of each week (or the first day of a week which is not a holiday) change the due date for the Monday three weeks from the current date.

EXAMPLE:

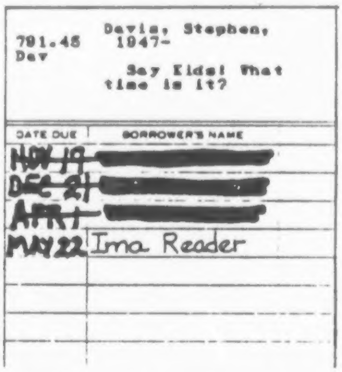
JUNE

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2	3
If this is today's →	4	5	6	7	8	9	10
(Monday's) date	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
Due date will be →	25	26	27	28	29	30	

Check Out of Material

1. Borrower presents book to the circulation desk and writes name on the circulation card. If borrower is unknown, both name and permanent mailing address need to be written on the card.
2. Stamp due date on: Date due slip in the book

   Circulation card next to borrower's name
3. Put circulation card in the front of the circulation tray.

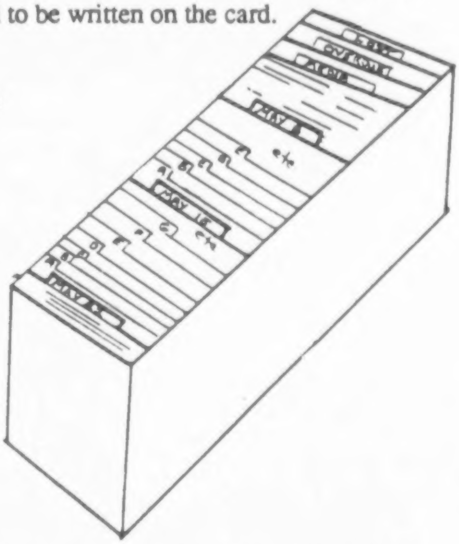


791.45
Dav

Davis, Stephen,
1947-

Say Kids! What
time is it?

DATE DUE	BORROWER'S NAME
NOV 19	[redacted]
DEC 21	[redacted]
APR 1	[redacted]
MAY 22	Ima Reader



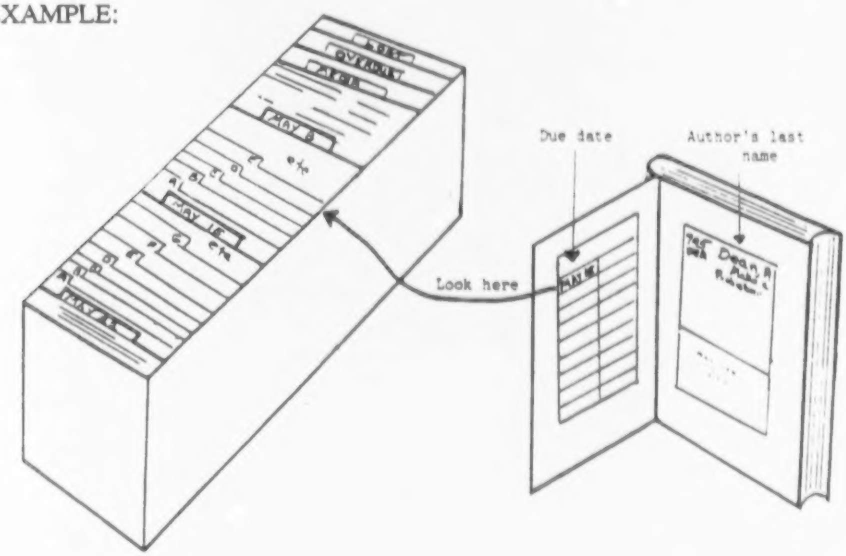
4. At the end of the day—or first thing in the morning—count the circulation cards in the front of the tray by type of material. Record the circulation on the "Monthly Circulation Statistics Sheet" (see page 3 of this procedure for an example).
5. File the circulation cards in the circulation tray in alphabetical order by the author's last name behind the due date.

Book Circulation Procedure for Village Library continued, page 2

Check-in of Books

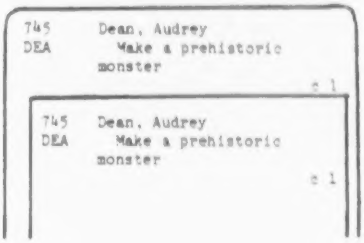
1. Use the due date and the author's last name (from the book pocket) to find the circulation card.

EXAMPLE:



2. Black out borrower's name on the circulation card with the black felt-tip pen.
3. Put the circulation card in the book. Make sure the copy numbers match on card and pocket.

EXAMPLE:



745 DEA Dean, Audrey
Make a prehistoric monster
c 1

745 DEA Dean, Audrey
Make a prehistoric monster
c 1

Copy number, book pocket

Copy number, book card

4. Examine the book for damages, such as torn pages, crayon markings, damaged covers, etc. Set aside the books needing repair.
5. Reshelve the book, or set it on a book truck to shelve at another time.

Monthly Circulation Sheet

Month__________________ Year__________

Date	Non-Fiction	Adult Fiction	Juvenile Fiction	Easy Books	Paper-backs	Magazines	Sound tapes	Videos	Other	Interlibrary Loans	Total
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											
31											
Total											

Check Out and Renewing Materials

Overview

The normal check out period for materials is 18 days with a 3 day grace period. If an item is not returned on time or within the grace period, an "extended use fee" of ten cents per item per day is charged.

Other check out periods are overnight, 7 days, and 3 days. These are determined by the type of material. (SEE Loan Limitations)

Young people are not restricted to the JUV section but have free access to all collections.

All circulation records and other records identifying the names of library users are confidential.

Lost book charge is the current cost of the book as listed in BOOKS IN PRINT plus a $5.00 processing fee.

All instructions for check out and/or renewing materials can be located in the "Circulation Plus" USER MANUAL, Chapter 6, "Check Out/Renew Items."

1. Ask the patron his or her name, search the patron data base and hi-lite their name. Before registering a NEW PATRON, search the data base to see if they already have registered and have an identification number.

2. Follow the instructions in the "Circulation Plus" manual for checking out bar coded materials, Chapter 6, "Check Out/Renew Items."

3. After checking out the material in the circulation computer, date stamp the materials on the inside "date due" slip and verbally tell the patron the due date.

created 6/84
revised 7/88

CIRCULATION OF MATERIALS

All fiction books and all books with cards in them may be checked out under the regular check out rules.

All Reference books will be marked with REF above the Dewey Decimal Number. These books may be used in the library or may be taken out to the classroom for one period only, if it is requested by the teacher.

REFERENCE BOOKS MAY NOT BE CHECKED OUT OVERNIGHT!!!

LENGTH OF TIME FOR CIRCULATION

All books are checked out for a period ofTWO (2) weeks. All books may be renewed once unless they have been asked for in the meantime by someone else. DO NOT RENEW A BOOK UNLESS THE BOOK IS PRESENTED AT THE TIME IT IS REQUESTED TO BE RENEWED.

DIRECTIONS FOR CHECKING OUT A BOOK

1. First take the book card from the book pocket.
2. Have the person borrowing the book write his/her full name on the first vacant line.
3. Stamp the date due on the date slip in the book. Give the book back to the borrower.
4. Stamp the card and place it in the FRONT of the charging tray. These cards will be counted and filed by classification and letter at the end of the day behind the date the book is due.

DIRECTIONS FOR CHECKING IN A RETURNED BOOK

1. First look at the date due on the date slip.
2. Take the book card from behind the date in the charging box, check to make sure it corresponds with the classification and accession number on the book pocket.
3. Slip the card into the book pocket, check again the call number on the pocket and book.
4. Place the book on the reshelving cart until the end of the day when you will reshelve it.

CIRCULATION RECORD

1. Keep your Circulation Record each day by counting the fiction, nonfiction, and Easy, if any, which were checked out that day. Mark the total on the Circulation Record sheet. Try to keep a count of the Reference books you saw being used that day too.

2. AT THE END OF EACH MONTH send a copy of the Circulation Record to the LKSD Media Center:

Attn: Dir. of Media Services
P.O. Box 305
Bethel, Alaska 99559

Behind this page is a sample of the Circulation Record sheet, along with enough others so that you have one for each month of the school year. Don't forget to send a copy of the monthly Circulation Record to the Media Center at the end of each month!

Lower
Kuskokwim
School
District

CIRCULATION RECORD

SCHOOL NAME: Platinum

MONTH: Sept.

DAY	NONFICTION	EASY	FICTION	TOTAL	REFERENCE
1					
2					
3	10	3	5	18	0
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					

CIRCULATION

MAGAZINES

Current issues do not circulate.

Single copies of *National Geographic* do not circulate; duplicate copies can be circulated.

Alaska magazines, old *Life*'s, or anything that looks rare does not circulate.

1. Use an old catalog card (behind pink date due slips) to write the name and date of the magazine. If the person has more than one, you can list them all on the same card.
2. Stamp the date due on the card (same as for books) and have the patron sign it.
3. Staple a date due card to the magazine. (People are more likely to remember they're ours that way).
4. Record statistics under "Mag" column.

5 File under magazines, back left of charge tray.

Temporary Item Check Out Procedures

Overview

Temporary items include interlibrary loan materials, magazines, and any other item that does not have a permanent bar code. Check out periods for these items are explained under **Loan Limitations.**

INTERLIBRARY LOAN ITEMS

Items ready for check out are identified by a "Special Service" wrapper (SEE EXAMPLE). It has a place to record the temporary bar code number, due date, patron name, and phone number.

1. Select a bar code card in the "ready for use" temporary item card file.
2. Record the "T" number on the wrapper. Scan the bar code number on the bar code card.
3. Follow the directions as explained in the Circulation Manual, Chapter 6, "Check Out/Renew Items," under "Check Out Variations."
4. When asked to enter the title for the interlibrary loan item, preface it with "ILL - ..."

OTHER TEMPORARY ITEMS

1. Select a bar code card in the "ready to use" temporary item bar code file.
2. Place a "date due" slip on the item and record the "T" number and date due.
3. Follow the directions for checking these items out as explained in the Circulation Manual, Chapter 6, "Check Out/Renew Items," under "Check Out Variations."

created 6/84
revised 7/88

Loan Limitations

Overview

The following items may be checked out unless noted. No more than 6 (six) items may be checked out at one time; a maximum of 12 (twelve) items in total. All items except Temporary and ILL materials are bar coded.

ITEM	CHECK OUT	EXCEPTIONS
Books (Catalogued materials)	18 days	Reference Books
Reference Materials	None	Under special circumstances, determined by Librarian on an overnight basis. In some cases a deposit is required.
Interlibrary Loan	Determined by timely return of materials	3 per patron
Magazines/Periodicals	18 days	Present issues, *Nome Nugget, Alaska Magazine*
Cassettes	18 days	6 per patron
Filmstrips/Cassettes	18 days	Holiday kits on loan for 7 days
Language A/V Materials	3 days	18 years or older; no renewal; $1.00 per day overdue charge
Audio		Complete set check out only
Video		2 tapes per patron

Loan Limitations -- (continued)

page 2

Equipment

16 mm projector	overnight	$20.00 deposit for individuals; no deposit for nonprofit organizations
Cassette player ***Slide projector with trays*** ***Portable filmstrip projector*** ***Overhead projector*** ***Screen***	7 days	same as above
Polaroid camera	7 days	15 years or older, no deposit

created 6/84
revised 6/89

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CLOSING PROCEDURE

CHECK TOILETS - if there appears to be a problem, use a plunger. Otherwise simply flush.

COVER MACHINES - Big Bertha and *Magazine Index*. Check to see they are switched off.

CLOSE AND LOCK WINDOWS - check all, whether they appear to have been used during the day or not. Close both latches on each window and check screens.

PICK UP BOOKS AND MATERIALS - from tables, chairs, shelves, etc. If there's time, put away. If not, place in order on book truck.

UNPLUG COFFEE POT - clean pot and cups, etc.

TURN OFF PHOTOCOPIER - switch is near front on left side.

TIDY CHILDREN'S AREA

PUT AWAY PIG - in designated area.

COVER TYPEWRITER - at front desk. When facing the back room, the cover is in back drawer at far right.

TURN OPEN/CLOSED SIGN

PUT AWAY ITEMS ON CIRCULATION DESK - place calendar, stamps, and pads in drawer with current borrower's register book. At least once a month, check to see if ink pads need feeding and add ink if needed.

COVER CIRCULATION WELL - At end of each month, leave well open and empty; leave note for janitor to vacuum out the well.

LOCK FRONT DOOR

TURN OFF ALL LIGHTS - In front room, turn off all lights except the two below the green tape.

TURN HEAT TO 65 DEGREES

CLOSE DOOR BETWEEN THE TWO ROOMS

PUT AWAY MONEY AND KEYS - Return to designated places.

IN BACK ROOM, CHECK - to be sure coffee pot and tea kettle are unplugged; radio is turned off; all typewriters, the computer, and the cube are turned off and covered, and windows and screens are closed and locked.

ON THE WAY OUT - turn off two light switches in back room. Be sure back door is locked.

ENJOY YOUR EVENING

Homer Public Library
141 W. PIONEER AVENUE
HOMER, ALASKA 99603

DISCARD PROCEDURE

ALL EMPLOYEES ARE ENCOURAGED TO PLACE BOOKS ON DISCARD SHELVES SO THAT LIBRARIAN CAN MAKE DECISION ON DISPOSITION OF VOLUME.

NO BOOKS ARE TO BE DISCARDED UNTIL LIBRARIAN AUTHORIZES ACTION.

WHEN CHECKING BOOKS IN OR OUT, OR SHELVING, EMPLOYEES ARE ENCOURAGED TO CONSIDER WHETHER PARTICULAR VOLUMES SHOULD BE REBOUND, MENDED, OR CONSIDERED AS DISCARD. AT SUCH TIMES, CONSIDER CONTENT, CONDITION, AND PROBABLE USE BY COMMUNITY.

DISCARD PROCEDURE:

LIBRARIAN OR LIBRARY ASSISTANT WILL INDICATE THOSE ITEMS TO BE PROCESSED BY CLEARLY MARKING THE SHELVING AREA CONTAINING VOLUMES FOR DISCARD.

STAFF MEMBER OR VOLUNTEER WILL THEN:

Phase #1:

1. Pull book cards from discard file and take to discard area.

2. Rip off pockets and toss.

3. Stamp each item:

   Withdrawn From Library
   DO NOT RETURN

   on the inside front and back covers, and the middle of book.

4. Remove plastic jackets and labels (unless would be too time consuming).

5. Put books in box and mark box "DISCARDED FROM LIBRARY. DO NOT RETURN." Date, initial, and notify librarian.

Discard Procedure, page 2

Phase #2:

1. Arrange book cards in ACCESSION NUMBER ORDER (digits in upper right corner).
2. Locate appropriate accession number in accession record books and mark D/MONTH & YEAR (e.g. D/7/86) using pencil.
3. Arrange book cards in SHELF LIST ORDER.
4. Locate shelf list card. If MORE THAN ONE ACCESSION NUMBER ON CARD, note D/MONTH & YEAR for appropriate accession number, but do not pull. Mark book card with note "CARDS OK." See #5 below. If there is only one accession number, pull shelf list card and set aside with book card.
5. Note on card in front of drawer the date and number of books withdrawn, including those books of which there was more than one entry on shelf list card. After noting the count, destroy any book card with note "CARDS OK."
6. Pull all catalog cards for those items of one copy only from card catalog that are listed as tracings on the shelf list and main card. Check BOTH cards!!! Band all cards with the shelf list card on the top of the set.
7. Give cards to Librarian with date and initial of person who pulled cards. Full card sets will be maintained for 6 months.

INTERLIBRARY LOANS RECEIVED

Received 1. When an interlibrary loan (ILL) is received from another library

a. IF FROM FAIRBANKS NORTH STAR BOROUGH LIBRARY:

(1) Write on the request form in the book, the date four (4) calendar weeks from the date the book was received. That is the due date for the library patron to return the book to the community library.

(2) Leave the form in the book and follow step 2.

b. IF THE BOOK IS FROM ANY LIBRARY OTHER THAN FAIRBANKS NORTH STAR BOROUGH LIBRARY:

(1) Check the ILL forms, book card, or date due slip for the due date.

(2) The borrower is to return the book to the community library on or before that date.

2. Pull the file copy of the request form:

a. Attach the return address label (from inside the front of the book) to your copy of the request form.

b. Put the date determined in either of the step 1a or 1b above on the request form.

c. Close the forms in the pages of the book so that they project above the top of the book.

3. Notify the borrower of the receipt of the interlibrary loan request to come to the library to get the book.

4. Put the book in a special place reserved for ILL at the checkout desk.

Check-out 5. Check-out of interlibrary loan books:

a. Borrower writes own name on the reverse side of the file copy of the request form.

b. Remove the request form (with borrower's signature) and the attached mailing label from the book.

c. Insert a piece of paper with the due date into the book and inform borrower of the due date.

d. Put the file copy of the request form in:

"Received File"

6. Once a week check all interlibrary loan forms for due dates and contact borrowers whose books are due or overdue.

Return

7. When the ILL book is returned

   a. Pull the file copy of the request forms

   b. Mark the date the book was returned; for example, returned 12/13/91.

   c. Package the book for mailing and apply the return address label.

   d. Mail

   e. File the ILL forms in a file, either an "ILL Returned" or an "ILL Completed" file.

Statistics

8. Count "filled" requests.

   a. Count and record the number of "filled" requests annually or semiannually for the Annual Report required by the State Library. Keep statistics on a fiscal year basis, July 1 to June 30 of the following year.

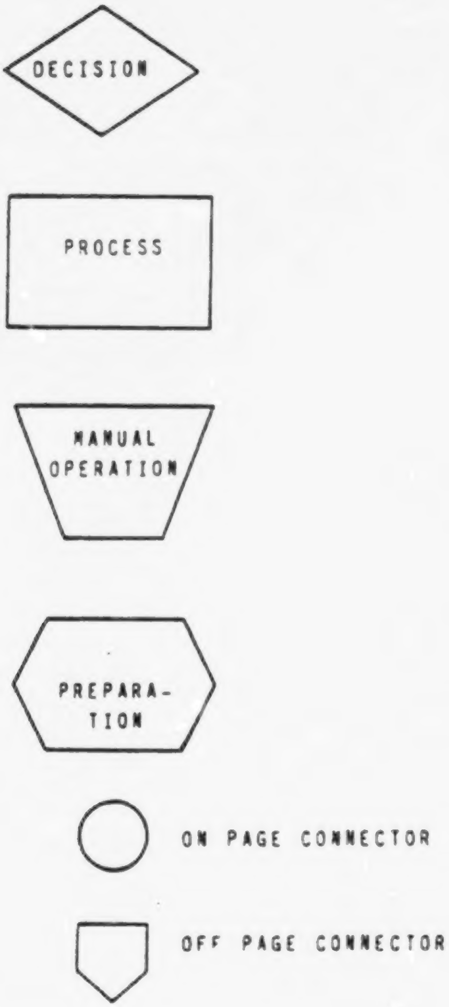
   b. Discard request forms when they have been:

      (1) Counted AND

      (2) When a sufficient period of time has passed to be assured that the interlibrary loan book has been received by the loaning library. (Three months should be a long enough period of time).

INTERLIBRARY LOAN REQUESTS RECEIVED

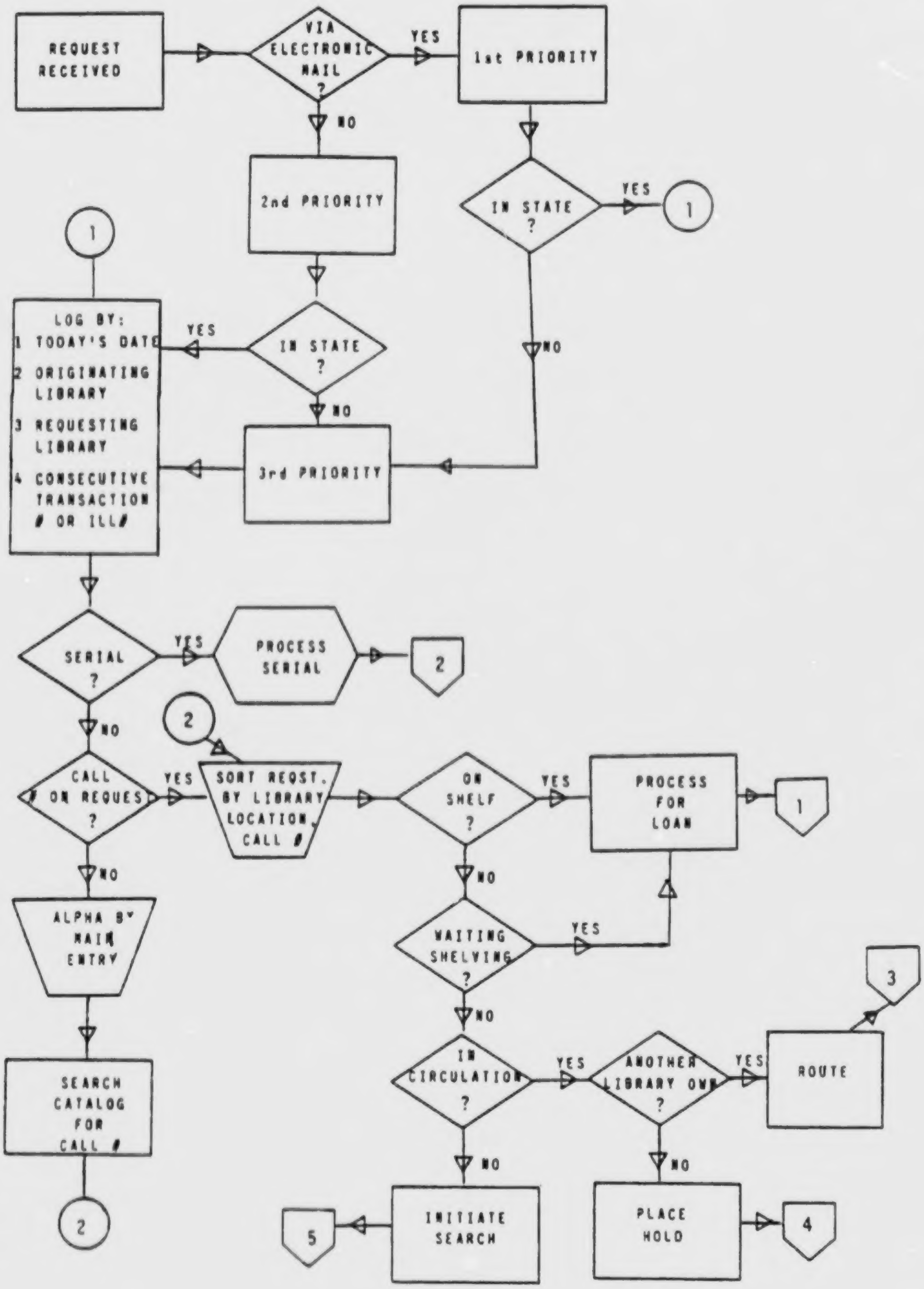
KEY:


DECISION
PROCESS
MANUAL OPERATION
PREPARATION
ON PAGE CONNECTOR
OFF PAGE CONNECTOR

The flowchart, only slightly revised, was submitted by Carol Crosby, University of Alaska Fairbanks, as a partial requirement for LS 206, "Introduction to Public Services for Library Technicians."

Interlibrary Loan Requests Received, cont. page 2

INTERLIBRARY LOAN REQUESTS RECEIVED


REQUEST RECEIVED
VIA ELECTRONIC MAIL ?
YES
1st PRIORITY
NO
2nd PRIORITY
IN STATE ?
YES
1
1
LOG BY:
1 TODAY'S DATE
2 ORIGINATING LIBRARY
3 REQUESTING LIBRARY
4 CONSECUTIVE TRANSACTION # OR ILL#
YES
IN STATE ?
NO
NO
3rd PRIORITY
SERIAL ?
YES
PROCESS SERIAL
2
NO
2
CALL # ON REQUEST ?
YES
SORT REQST. BY LIBRARY LOCATION, CALL #
ON SHELF ?
YES
PROCESS FOR LOAN
1
NO
ALPHA BY MAIN ENTRY
NO
WAITING SHELVING ?
YES
3
NO
SEARCH CATALOG FOR CALL #
IN CIRCULATION ?
YES
ANOTHER LIBRARY OWN ?
YES
ROUTE
2
NO
NO
5
INITIATE SEARCH
PLACE HOLD
4

BEST COPY AVAILABLE 397

Homer Public Library
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HOMER, ALASKA 99603

LOST AND NOT PAID PROCEDURE

1. Pull book cards and mark L&NPD and the date in pencil on top of card.

2. Pull all paperwork (Multiple Malefactor card, billing statements, notes, etc.).

3. Pull borrower application card and write on verso the following data:
    call number
    author
    title
    accession number
    date (use date the book is removed from records)
    replacement price as indicated on bill

    Put red-banded slip on borrower's application card to indicate that no more materials are to be checked out to borrower until transaction is cleared.

4. Pull appropriate volume of accession record books and write in pencil:
    L&NPD/date/borrower card number.

5. File book card behind guide card, WITHDRAWALS, in author order (drawer labeled WITHDRAWALS/DISCARDS in lower half of shelflist cabinet).

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LOST AND PAID PROCEDURE

1. Write receipt with the following information:
    call number
    author's last name
    title
    accession number
    borrower's card number

2. Put cash in photocopy fund with a yellow post-it note stating amount of money, date, and L&Pd book, to be used when preparing deposit slips. If paid by check, mark in memo section of L&Pd book.

3. Mark book card L&Pd and date.

4. Toss the fine slip, billing statement, and any other paperwork concerned with the transaction. Be sure to check Multiple Malefactor file too.

5. Check borrower's application card to pull red-banded slip and delete appropriate data on verso.

6. Pull appropriate volume of accession record books and write by title in pencil:
    L&Pd/date.

7. File book card behind guide card, WITHDRAWALS, in author order in drawer labeled WITHDRAWALS/DISCARDS (in lower half of shelf list cabinet).

FOR PAPERBACK BOOKS THAT DO NOT HAVE ACCESSION BOOK ENTRIES:

The procedures are the same except that nothing will be marked in the accession registers (L&NPD, #4, or L&Pd, #6).

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BOOKS LOST OR DAMAGED BEYOND REPAIR

1. Check to see if we have another copy on the shelves before pulling the cards.

2. Pull all cards from the drawers and save in case a book is reordered or turns up later, as sometimes happens. Keep all these cards together.

3. Record the number of lost or damaged books on the "Withdrawn" sheet.

4. Make a note to reorder the book if this seems desirable.

5. Dispose of damaged books.

6. Keep a list of any lost books paid for, who paid, how much. The lost book may later turn up and then the money should be refunded. The same should hold true of a book given to us to replace a lost book, if the borrower wants the donated book returned to him.

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WITHDRAWAL PROCEDURE

1. Pull book cards from behind WITHDRAWAL guide card (in drawer labelled WITHDRAWALS/DISCARDS in lower half of shelf list cabinet) and assemble in shelflist order.

2. If book is only copy, pull shelflist card and mark L&NPD or L&Pd and date. Keep book card and attachments.

3. If MORE THAN ONE COPY is listed on the shelflist card, DO NOT PULL SHELFLIST, but DO CROSS OUT APPROPRIATE ENTRY and mark L&NPD or L&Pd and date. Maintain book card with note "CARDS OK"; see #4 below.

   PLEASE NOTE: Sometimes there will be more than one shelflist card for a title, because each shelflist card represents a different edition. In this case, be sure to pull appropriate shelflist card.

4. Note on card in front of drawer the date and number of books withdrawn, including those books of which there was more than one entry on shelflist card. After writing down the count, destroy any book card with note "CARDS OK."

5. Arrange pulled shelflist cards in author order.

6. For those items of one copy only, pull all cards from card catalog that are listed as tracings on the shelflist and main card. Check BOTH shelflist and main card!!! (Some former cataloguing did not have tracings on one or the other cards).

7. When all cards are pulled from the card catalog, give them to the librarian with note containing current date and initial of person completing project. Full card sets will be maintained for six months.

SCOTTSDALE PUBLIC LIBRARY

Apple IIe and TRS 80, Model 4 Microcomputers

PROCEDURES

HOURS

The computers will be available in the Computer Center from:
10:00 a.m. - 8:30 p.m. Monday - Thursday
10:00 a.m. - 5:30 p.m. Friday and Saturday
12:00 noon - 4:45 p.m. Sunday (September - May)

RESERVATIONS AND SIGN-IN

Annually users will complete a User Agreement form. One copy will go to the user and the second copy will be kept in a notebook at the Information Desk.

(Ed. note: See page VIII-28-29 which follows.)

Use of the computers will be on a first-come first-served basis. Everyone using the computers will sign the "Computer Use" form at the Information Desk. Staff should check the notebook of forms to verify that a person requesting use of the computers has a "User Agreement" on file.

Note the name of the disk being checked out and the telephone number of the patron on the sign-in sheet.

Patrons **must** leave valid identification (e.g. driver's license, library card, student I.D., bank card) at the Information Desk to check out disks and the user's manuals.

In person and telephone reservations for the same day will be accepted. Reservations will be held 10 minutes past the beginning time for late arrivals. Advance reservations will not be accepted.

Patrons will be limited to a maximum of 1 1/2 hours per day on each computer. This time may be extended at the discretion of the librarian on duty, if times are available.

SOFTWARE

Software is for Library use only. Under the copyright laws no programs may be copied, in whole or in part, without the written consent of the producer.

Arcade games software is not available.

ONLY ONE DISK will be checked out to a patron at a time. Identification will be returned to the user when all equipment checked out is returned.

Patrons may use software that they provide.

Donations of software to the library will be accepted; however, the library will determine whether or not to add the software to the collection. Software not added to the collection will be returned to the donor.

CAUTION Because of the security system used, microcomputer software that passes through the exit gates may be damaged. Pass the software around the gates to the patron.

PRINTERS

A printer is available for use with the computers. Patrons wishing to print out an extensive program should supply their own paper. Patrons may also bring blank disks for storage. The Library does not provide blank disks.

ORIENTATIONS

Orientation classes will be held for first-time computer users. To register for a one hour class, interested persons should call 994-2476.

SCOTTSDALE PUBLIC LIBRARY

ANNUAL MICROCOMPUTER USER AGREEMENT 19__

(This form must be completed by the user and be on file in the Library before the equipment is used).

Please check each sentence that you have read, understand, and agree to abide by the statement.

I agree to follow the procedures and to adhere to the policies listed below when using the Scottsdale Public Library's public access microcomputers, peripheral equipment, and software:

_____ 1. To use the equipment on a first-come, first-served basis for a period of time not to exceed one and a half hours on each computer on any day unless the Librarian-in-Charge authorizes more time.

_____ 2. To have no more than two persons at a time at a computer station.

_____ 3. To leave the computer promptly at the end of my time limit and to check in at the Information Desk at the end of my time in order to allow the next person his turn.

_____ 4. To use my personal software, except that which requires paddles or joy sticks, in the library as long as the program is not noisy or disruptive.

_____ 5. To leave valid identification (e.g., driver's license, library card, student I.D. card, bank card, etc.) at the Information Desk when checking out disks and manuals.

_____ 6. To return all materials to the Information Desk when I have completed my use of the computer.

_____ 7. To accept all responsibilities for damage due to misuse or abuse of the computer, peripheral equipment, software, or manuals that may occur while I am using the equipment.

_____ 8. Not to connect, disconnect, rearrange, or in any way move terminals or peripheral equipment.

Annual Microcomputer Use Agreement, page 2

_____ 9. Not to violate the copyright law by copying any program, in whole or in part, without the written permission of the producer of the program.

_____ 10. In the event of damage to the equipment caused by me, I will pay the costs of repair or replacement of the equipment upon presentation of an invoice by the Library.

_____ 11. Depending upon the circumstances, failure to comply with this agreement may result in my being ineligible to use the equipment.

_____ 12. I understand I can only reserve time on the computer for my own use of the equipment, but for no one else. Parents may call in for an appointment for their children.

Name_______________________________ _______________________________
(Signature; of parent for child under 18) (Please print)

Address _______________________________

City _______________________________

Phone number _______________________________

____
(Staff signature)

Date _______________________________

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NEW BOOKS

Purchased books:

1. After you open the box, check number of books in the shipment against the invoice to be sure they were all packed and sent.

2. Inspect books to see if there is anything wrong with them (pages upside down or missing, damaged, etc.)

3. Stamp books with library stamp. Stamp inside front and back covers and on top edge of book if it is wide enough to stamp.

4. If books are already processed, remove the cards for the catalog and leave only the book card in the pocket.

5. If books are not processed when shipped, they will need to be processed before being placed on the shelves. (See procedure for processing books.)

6. Record number of new books on the "Added" sheet.

7. File cards and shelve books. (You may want to display new books before shelving, to draw attention to them.)

Donated Books:

1. Explain to the person that the library will apply the same selection standards to gift books as are applied to those that are purchased. Ask the donor what is to be done with the books if they are not added to the library collection.

2. In choosing which books to add to the collection, follow the selection policy.

3. For titles not added to the library collection, check with other libraries in the area to inquire whether they would be useful in their collection.

4. Process the books to be added to the library collection according to the processing procedure.

OPENING THE LIBRARY

The lights are to be on and the doors unlocked at the dot of the opening hour.

To do this:

1. Arrive at the library at least five minutes before the stated opening time.
2. Secure the crash bars on both front doors with the Allan wrench (the set is kept on the Assistant Librarian's desk).
3. Turn the door sign to "OPEN."
4. Turn on all the lights.
5. Turn on the IBM copier machine by:
    a. Opening the front panel
    b. Pulling the two gray rods on the lower center of the front to clear them, and
    c. Turning the switch on the upper right portion of the inside panel to "ON." The machine takes a few minutes to warm up after it is turned on.
6. Put chairs in order.
7. Put away any materials not put away the previous night.
8. Check that the date stamps have the correct dates. See the "Circulation Procedure" if you are uncertain.

Homer Public Library
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SET UP PROCEDURES

1. **EMPTY BOOK BIN OUTSIDE.** Use the book bags to carry the books into the library. Check behind and beneath bin for fallen books. Check bin periodically during the day.

2. **SET UP CASH.** Take bank bag and Friends' cash bag (always stored together) and key ring from designated places. Square key opens the bank bag. Take out LIBRARY FEES and BOOK SALES cash trays. Remove cash from marked envelopes in bank bag; paperclip each wad of bills and set up as follows:

    a. LIBRARY FEES: $20.00 (in bills); put cash tray in drawer labelled Library Fees.

    b. BOOK SALES: $10.00 (in bills); place cash tray in drawer labelled Book Sales.

    c. Remove "TYPEWRITER" envelope from the bank bag and place in drawer marked Book Sales next to the cash tray.

    We may need to make change during the day from the cash drawers, so they need to be supplied with $1s and $5s. If no low-denomination bills are available, bring it to the attention of the Library Assistant or the Librarian. As needed, re-supply LIBRARY FEES cash tray with coins from machine.

3. **CHECK LIGHTS.** Each morning check the lights to see that each bulb in every row is working. Leave note for janitor about burned out bulbs on the Librarian's desk.

4. **CHECK RESTROOMS.** Make sure that each is supplied with toilet tissue, towelling, and hand soap (in dispenser.) Check to see that each room is clean, look for grafitti. If fluorescent bulb is flickering, it needs to be adjusted or changed.

5. **CHECK AND CLEAN MACHINES.** Take out a handiwipe (a half-sheet will do) and Windex.

    a. Wipe BIG BERTHA's face of dust (do not use Windex!!!). Use light amount of soap and water to cleanse. Make five copies on ND darkest setting (on Monday only).

    b. Dust face (no Windex) of ROM Index. For washing, use soap and water, clear water rinse. The crystal needs to be taken out and wiped clear of emulsion with Windex each day. Check and adjust focus.

    c. Flick the switch to the "ON" position on Ricoh machine. Clean glass plate with Windex daily; also wipe all areas inside lid. Replenish paper in paper trays. Extra supplies are kept in lower left cabinet. If supply is low in cabinet, add more from back room. Notify Library Assistant when supply of paper is low, so it can be reordered. Each Saturday clear coin box and wrap coins into rolls as needed.

6. **SET OUT CONSCIENCE PIG.** Pig goes on counter above book bin.

Set up procedure continued, page 2

7. SET UP FRONT DESK.

   a. REMOVE TYPEWRITER COVER. Fold it and place in the drawer labelled "STORY HOUR DATA."

   b. STAMPS AND CALENDAR. Change date on the stamps to reflect two weeks from the current date. Set one and three week stamps accordingly. BE AWARE OF HOLIDAYS!!! Also set out ink pads and re-ink as needed.

   c. CIRCULATION COUNT. Complete circulation count and filing from the previous day.

   d. STATISTICS. Write the previous day's statistics on the Circulation Sheet. Write attendance figures, cards issued and renewed on the back of the Circulaltion Sheet. At the end of each week these statistics will be entered into the computer.

   e. RECORD NEW APPLICATIONS AND RE-REGISTRATIONS. Check information on front of Borrowers' Register. Enter new borrower information into Borrowers' Register and the date. Record beginning numbers for current day on post-it slip on the front of the Borrowers' Register. Put information from re-registered or up-dated cards in register. File new, renewed, and revised applications in appropriate drawers above rod for revision.

   f. SPECIAL GROUP INFORMATION. Record on the calendar and check the calendar daily for any special groups that are expected, such as Story Hour or CCS. Pull from Story Hour Data drawer pertinent materials and post sign as needed.

8. **CHECK ILL AND RESERVE BOOKS.** These are at the front desk under applicants' cards. Pull if borrower has not picked up book by the pull date indicated. Reshelve, or put on "Mail Desk" if the book is an ILL.

9. **CHECK BULLETIN BOARDS.** Remove out-dated notices; file when appropriate.

10. **BOOKING CALENDAR.** Check large, desk-sized calendar. If films have been reserved for borrower's use, pull from storage area and stack on back counter.

11. **SLIP BOOKS, CHECK IN FILMS AND A/V EQUIPMENT.** See further instructions on slipping and shelving.

12. **SHELVE BOOKS.** Same as #11.

13. **PUT NEWSPAPERS, MAGAZINES UP.** When mail arrives, sort and route. Notices, newspapers, and magazines should be checked in, stamped with ownership stamp, and put out for use as soon as possible.

14. **STRAIGHTEN OUT MAGAZINES ON RACKS.** Put them in alpha order, as necessary.

OVERDUE MATERIALS

1. All library materials are due in the library either the 1st or the 15th day of each month. Overdue notices will be sent on materials not returned within a reasonable time (approximately six weeks) thereafter.

2. Reminder notices are published in the OFFICIAL section of the *Post Daily Bulletin* at periodic intervals: Two notices, approximately two weeks apart for each date due.

3. Materials not returned two weeks following the second notice in the bulletin will have a form letter sent to the individual concerned. A final notice, two weeks later, will be sent to the CO.

4. Individual or their dependents who have had a third notice or a CO letter sent on out standing materials may not check out additional materials until their card is cleared.

   Only the librarian may relieve an individual of the responsibility of overdue materials or give him permission to check out additional materials while he is still charged with overdue items.

Overdue Procedures

Overview

Up to three overdue notices and bills for overdue charges are sent. All of them are generated by the automated circulation system. The instructions for setting up the wording on notices and for generating notices are explained in the "Circulation Plus" USER MANUAL, Chapter 8, "Print/Display."

1. All notices are generated on the 1st and 15th of each month.

   If it is the first of the month, overdues are generated for the dates between the 15th—30th of the previous 3 months.

   If it is the 15th of the month, overdues are generated for the dates between the 1st—14th of that month and the previous two months.

   SAMPLE SCENARIO:

   Today's date is August 1. Overdue notices will be printed for the following days:

July 15-31	1st notice
June 15-31	2nd notice
May 15-31	3rd and final notice

2. The patron receiving a final notice is restricted from checking out materials until all books are returned and the "extended use fee" is paid in full. A $5.00 service charge is added to the final notice.
3. The third notice is stamped in red with the following:

Final Notice
RESTRICTED CHECKOUT
until record is cleared
Total Bill &__________

4. A copy of the third notice is made and filed in the OVERDUE BINDER
5. All notices are mailed.

created 4/82
revised 8/88

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BAKER & TAYLOR NEW BOOK PROCESSING

PHASE ONE

1. Pull order drawer and B&T invoices.
2. Match book to order card and invoice (both are in title order). Match author, year of publication, edition, ISBN.
3. If there are problems, set aside and check with the Librarian or Assistant Librarian.
4. For the books that are a clear match, mark off the invoice by drawing a line through the title.
5. Next, match the price on the order card with that on the invoice (use the price in the UNIT PRICE column). If they are not the same, cross out the price on the order card and write in the price from the invoice. If both show the same price, just circle the price on the order card. For paperbacks add "+1.65" to order card.
6. Do a quality check on each book before going on to Phase Two.

QUALITY CHECK

A. Open book GENTLY, pressing first the front cover, then the back cover flat; then open to middle of book and press right and left sides back GENTLY. This is done to assure that pages are intact and firmly attached to the binding. As a further check, pick book up and bend covers back and visually check that all pages are attached to binding. If any looseness appears in any of the above checks, put aside for Assistant Librarian, please.

B. Check that all pages are included and are right side up, riffle pages checking pagination; if any are out of sequence or appear as double signatures, put aside for the Assistant Librarian with a note.

C. If any pages appear to be stuck; creased, or otherwise not "perfect," put aside for the Assistant Librarian.

D. Don't forget to check that the cover is right side up in relation to the pages.

BAKER AND TAYLOR NEW BOOK PROCESSING, page 2

PHASE TWO

1. Stamp HOMER PUBLIC LIBRARY on verso of title page, page 23 and all edges facing front of book.

2. Stamp:

   HOMER PUBLIC LIBRARY
   141 W. PIONEER AVE
   HOMER, ALASKA 99603

   on book pocket.

3. From catalog card, write IN PENCIL, the call number of volume at the bottom center of the title page.

4. Count off a number of volumes to be processed within the time allotted and assign a block of accession numbers to be used (check the last number used in the accession book to verify that it matches the last number recorded on the card in front of accession book). Reserve those numbers to be used by noting in the accession book along with date and initials.

5. In BLACK INK, write in the accession number on verso of title page and page 23 above HOMER PUBLIC LIBRARY STAMP.

6. Write IN BLACK INK, the accession number in the upper right hand corner of the book pocket and card just above the date stamp area, write in the current month and year (i.e. 4/92).

7. On the shelflist card, about 4 spaces under call number and flush with left side of card, TYPE the accession number, source, price, month/year using the format below.
   If the book is paperback, note "pb" after price on card and in accession book. If it is a paperback with a plastic jacket, note "+1.65 pb."

   ABC

   123456
   B & T
   12.95
   4/92

8. From the shelflist cards, type acquisition data into the ACCESSION BOOK; when completed, note the last number used ON CARD IN FRONT OF THE ACCESSION BOOK.

9. Check verso of title page to see if LC # matches that on the lower right hand corner of the shelflist card. If the numbers are not the same, cross out the number on the shelflist card and write in the correct number from the book.

BAKER AND TAYLOR NEW BOOK PROCESSING, page 3

10. Check spine label, the first three digits of the call number should be easily visible when looking at the spine of the book straight on. If they are not, TYPE a new one using an ORATOR typing element. Cover the new label with a clear label protector.

11. If necessary, put on cover-up or plasti-clear book covers.

PROCESSING PROCEDURES

Alaska Books:

Books to be processed that are appropriate for the Alaska Collection will need the following to be done:

1. Type "Alaskana" on the top left corner of all of the cards to be filed in the catalog and shelflist. The shelflist card will be filed in the Alaskana section of the shelflist file.
2. Type up a label saying "Alaska Collection" and put it on the spine of the book.
3. Type "Alaskana" on the book card.
4. Shelve book in the Alaska Collection.
5. Record statistics on "Added" sheet.

Reference Materials:

1. Place the red and white sticker with the word "Reference" on the spine of the book.
2. Type the word "Reference" in the upper left-hand corner of all cards.
3. Do NOT put a book card or pocket in reference books.
4. Record statistics on "Added" sheet.

Puzzles:

1. Attach the pocket, date due slip, and book card on the **inside** of the box lid. (When attached to the outside of the box, they are continually being torn off accidentally and on purpose by people wishing to see what the whole puzzle looks like).
2. Record the number of new puzzles on the "Added" statistics.

Vertical File materials

1. Stamp the materials with the name of the library and the date.
2. Type up a subject card for the card catalog. There is a sample near the typewriter.
3. File materials alphabetically by subject in the vertical file (pamphlet file).

LABELING MEDIA MATERIALS

1. Type a label with the call number (Dewey Decimal number) for each item in the kit.

2. Stamp all materials (books, guides, etc.) with the Media Center stamp, also stamp with "Block," "JOM," or "Indian Ed." stamps if they were bought with these monies.

3. Affix a label and blue Media Center tape to each item in the kit or to a book. Be sure to put the call number and the Media Center tape on the spine of the book or the outside of the kit so it is visible when the item is shelved. This should be covered with clear book tape.

4. Put a label inside the kit that states the complete contents of the kit, e.g.

   CONTENTS: 1 filmstrip
   1 cassette
   1 book, pap.

5. If the new material is a book, make a pocket and card and affix to the inside back cover.

6. File in its proper place on the shelf—give the AV circulation card to the Media Aide to be filed in the checkout circulation file.

7. If only a shelflist card is with the kit, type a set of cards (be sure that there is a card for each subject, as well as the title and any other cards specified).

   If special funding was used to purchase the item, each catalog card should be stamped in the upper right hand corner with the appropriate stamp, (Block, JOM, Indian Ed., Bilingual, etc.)

8. Be sure to type or stamp the format in the upper left hand corner of all the cards in the set.

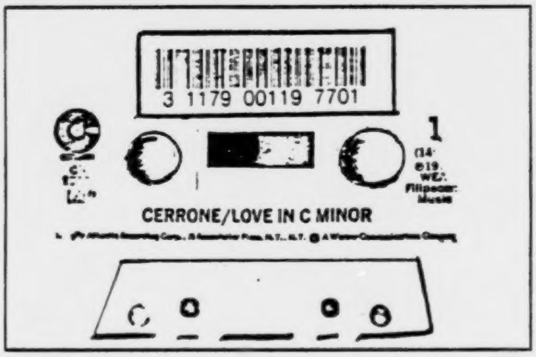
9. Give the cards and the shelflist to the secretary.

Processing Cassettes

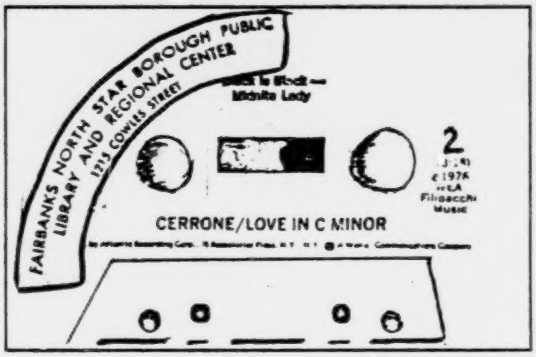
1. Shelflist:
   a. Pull existing shelflist or
   b. Use original cataloged card or
   c. Use a card ordered from WLN

   Above the classification number stamp "Special Media Collection"

2. A zebra number is placed at the top of side 1 of the cassette


3 1179 00119 7701
1
CERRONE/LOVE IN C MINOR

3. A curved property label is placed on side 2 of the cassette. This property label can be left off if the bar code has the name of the Library printed on it. If the cassette is owned by North Pole Library, stamp a purple "NP" on the property label or cassette.

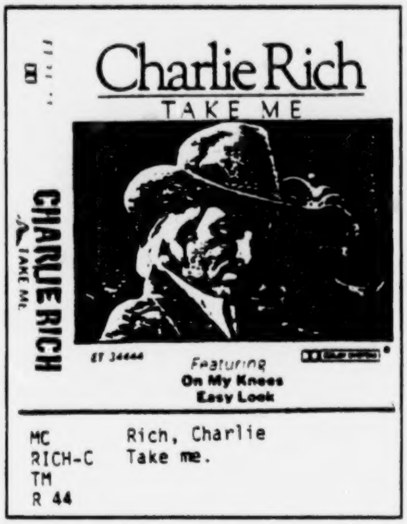

FAIRBANKS NORTH STAR BOROUGH PUBLIC LIBRARY AND REGIONAL CENTER
1215 COWLES STREET
2
CERRONE/LOVE IN C MINOR

FNSB PUBLIC LIBRARY
3 1179 00336 6908

4. The zebra number is written on the shelflist card. North Pole Library items are listed on the shelflist and should have a purple "NP" stamp following the listing of the item.

Processing Cassettes, p. 2

5. A 1" x 3" label is typed containing author (vocalist or group), title and call number. If cassette is owned by North Pole Library, a purple "North Pole Branch" stamp is placed on the bottom of the label. This label is placed on the bottom of the paper insert. If no paper insert, place on outside of plastic case and cover with book tape.



MC Rich, Charlie
RICH-C Take me.
TM
R 44

7. The price is written on the shelflist in the lower left hand corner. General price for a cassette is $10.00.

8. The shelflist and order slips are separated from the cassette.

9. Cataloging information for the cassette is then entered in CLSI. Note the BOOKKEY on the order slip.

10. Check in all items. Cassettes are then distributed to the proper owning agency.

Processing Cassettes, p. 3

SET: A title consisting of 1 or more cassettes housed in a CASSETTE ALBUM.

See "Cassette and Cassette with Manual(s)" for other processing procedures.

Sets of cassettes will be housed in their original container when possible. When no container is included, use an appropriate container from the processing supplies. Loan period is 28 days, exceptions to this loan period will be noted on the date due strip.

SHELFLIST

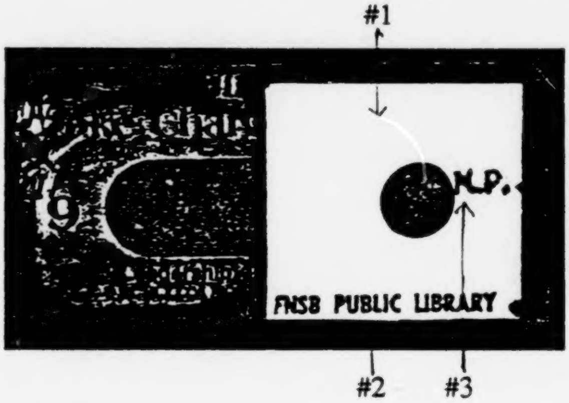
1. Pull existing shelflist
2. Use the card that accompanies the set

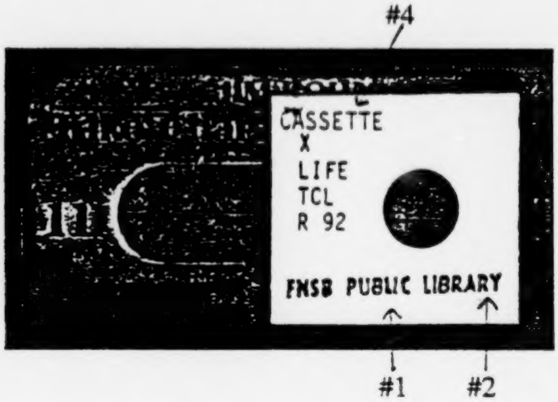
Call number prefix:

Library of Congress Classification - - - - - - Cassette Album = CASSETTE
Single Cassette Case = CASSETTE BANK

CASSETTE

1. Using the side where the least information will be covered, place a checkpoint on each cassette. (This could be optional if the checkpoint would cover information needed to use the set.)
2. Each checkpoint should have a stamp to identify our library. (A curved property label is acceptable in place of this stamp.)
3. Sets belonging to North Pole Library should have a purple "North Pole Branch" or "NP" stamp.
4. The call number is written on each cassette. To have a typed call number on the check point it must be typed on a sticker and then placed on the checkpoint.





Processing Cassette Sets

CASES OR BOXES

If a title has 2 or more individual cassette cases, the contents should be transferred to a CASSETTE ALBUM.

Avoid covering information that is important to patrons and that contributes to the appeal of the item, e.g. title, author, narrator, annotation, or picture. The options for placement of the bar code, date due strip, donation plate, property label, and contents label, in correct order, are:

- a. Inside the case, including inside flap when available
- b. Outside the case on the back
- c. Ouside the case on the front
- d. Last option: Cover cataloging information

1. Each case (title) should have one (1) bar code.

2. One (1) 1" x 3" date due strip

3. A donation sticker when stated on the order form.
   Example:

   Donated by
   Interior Duck Club

4. Room permitting, one (1) property label, (may be printed label, property stamp, identifying stamp as on checkpoint, or printing on the bar code.

5. When a container could house more than is in the set a **HIGHLIGHTED** contents label must be placed by the bar code identifying the true contents.

6. The call number is typed on a spine label. The label is placed on the spine and covered with book tape. Call number prefix should be typed at top of label, for example:

CASSETTE	CASSETTE	SPECIAL
PC	BANK	MEDIA
4117	TT	X
.L54	5487	LANG
	.H78	Y87

7. Sets belonging to North Pole Branch should be identified on the outside of the container with a purple North Pole Branch stamp.

8. Write the price and bar code number on the shelflist. A quick check is done of the processing while the shelflist cards and the order cards are separated from sets.

Registration of New Patrons

Overview

New and temporary residents of Nome and the Seward Peninsula can apply for a library card (SEE "Library Use and Check Out Policy").

ADDING NEW PATRONS TO THE CIRCULATION SYSTEM

1. All new patrons must print their name, box number and telephone number in the BORROWER'S REGISTER before he or she can check out materials.

2. Transfer the number next to the patron's name in the REGISTER to the automated circulation system. Follow the procedures in the "Circulation Plus" manual, Chapter 5, ADD/UPDATE PATRONS.

3. Inform the new patron that they need only to tell us their name when bringing materials to the desk for check out.

4. Verbalize the Check Out Policy and the services we offer.

5. Give them a brief tour of the library noting the card catalog and the areas of the collection in which they may be interested.

CHILDREN AND STUDENT NEW PATRONS

After a child is registered and a User ID number has been assigned, create a laminated LIBRARY CARD to present to them.

ADDITIONAL DUTIES that may be performed by the Library Aide.

After a new patron has registered and received a User ID number, type all information on a ROLODEX card in the LIBRARY PATRONS FILE. Transfer the corresponding identification number "patron bar code" to the card. Interfile alphabetically by the last name.

created 4/84
revised 7/88

Homer Public Library
141 W. PIONEER AVENUE
HOMER, ALASKA 99603

STATISTICS, WEEKLY

1. Switch on computer (right hand side towards the back of the machine).

2. When c> appears, type **mp** then **return/enter**.

3. Next insert the floppy disk labeled "**circulation statistics**" in drive A and close the door.

4. When the blank worksheet screen appears, press: **shift** and **F10** keys at the same time (shift should be depressed first).

5. **DOCUMENT TO BE RETRIEVED**? will appear at the bottom of the screen. Type **A:July.sta**" (or A:Aug.sta, etc.) then strike **return/enter**.

6. The current worksheet will appear on your screen. Move the cursor across the screen or up and down with the arrow keys located on the number keys on the right side of the keyboard. Enter the day's figures in the proper columns. Totals columns may be left blank. The program will automatically calculate totals when you press the F9 key. This may be done at the end of each line or at the end of the day's entries (before saving).

7. **VERY IMPORTANT TO SAVE THE WORK YOU HAVE JUST DONE!!!**

Press the **F7** key to exit the program. At the bottom of the screen it asks you **SAVE WORKSHEET Y/N? Y**. Press **return/enter** to save your work. If N appears at the cursor, type Y instead. When **MP>** appears, you may remove the disk from A drive and turn off the machine.

NOTE: After the 14th of the month, it will be necessary to split the screen in order to see the column headings as you go across the worksheet. To do this, position cursor one line below the column headings, press **alt** and **F8** at the same time (depressing alt key first). The WINDOWS MENU will appear across the bottom of the screen. Type **1** for split horizontally, now type **alt** and **F8** again, this time select **5** for sync from the menu.

To erase the split screen press **alt** and **F8** then choose **4** to close.

VIDEO CASSETTES, INSPECTION OF

1. Video cassettes will be checked in by the Library Assistant.

2. Place video cassettes on the inspection cart.

3. The Media Page visually inspects each video cassette for the following:

   a. Does the title on the cassette match the title on the box?

   b. Can the title of the cassette be read through the box or are labels covering this view space? Reinsert the cassette to correct this.

   c. Does the video tape appear to be wound properly around the spools of the cassette?

   d. Open the protective flap and see if the video tape is torn, wrinkled, or damaged in any way. Splice the tape if damage is slight.

   e. Is the video tape rewound?

   f. Is the cassette box chipped or cracked? Replace the box to correct this. Notify the Library Assistant if the patron is suspected of damaging the box.

4. The Media Page will notify the Library Assistant if the video cassette is damaged in any way.

5. The Library Assistant will notify the Media Librarian if the damage warrants a charge to the patron.

6. The Media Page will reshelve the video cassettes when inspection is complete.

XEROX MACHINE PROCEDURE

1. All staff members should read and be familiar with the manual for the Key Operator kept at the circulation desk.

2. The Xerox is in the library for patron use and is also used by library staff for library business, by other branches of Recreation Services, and by the other agencies in the building (ACS, Red Cross and DARE Center).

3. The Xerox is coin-operated and will take quarters, dimes, and nickels. Charge per copy is 10¢.

4. If a patron is making multiple copies, a staff member can use the key and collect the money to save the effort of dropping dimes into the machine.

5. Copies made by the Library and others who may use the machine free of charge (see #2) are recorded on a log kept in the paper storage area of the machine.

6. The change kept in the circulation card drawer of the desk (under the slots) is to be used for the Xerox machine only. There is only $2.00 worth of change there so do not give it to anyone who requests change—only to Xerox users.

7. If a patron comes to the desk with a Reference book, it cannot be checked out. A staff member can Xerox up to ten pages free for the patron (if he requests) primarily to save our reference collection from mutilation.

8. If a patron receives a bad copy, a staff member should make it up by using the key and making him another copy. All bad copies must be recorded in the Xerox log.

9. If a patron is making 50 copies or more, the cost per copy is reduced to 5¢ per copy. Record the number of copies made at the reduced rate on the Xerox log kept in the paper storage area of the machine.

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Addresses

Addresses

ALASKA STATE LIBRARY OFFICES:

Alaska State Library
P.O. Box 110571
Juneau, AK 99811-0571
(907) 465-2910

Aja Razumny, Southeast Coordinator
(address as above)
(907) 465-2458

Judy Monroe, Southcentral Coordinator
Alaska State Library
3600 Denali
Anchorage, AK 99503
(907) 261-2976

Jo Morse, School Library/Media Coordinator
(same address as Monroe listed above)
(907) 261-2977

Northern Region Coordinator
Alaska State Library
1215 Cowles St.
Fairbanks, AK 99701
(907) 452-2999

Mary Jennings, Grants Coordinator
Alaska State Library
344 W. Third, Suite 125
Anchorage, AK 99501
(907) 272-7373

Susan Elliott, Automation Consultant
(same address as Jennings listed above)
(907) 272-7373

Library for the Blind & Physically Handicapped
344 W. Third, Suite 125
Anchorage, AK 99501
(907) 272-3033

ALASKA MATERIALS

Alaska Geographic Society
137 E. 7th Ave.
Anchorage, AK 99501
(907) 258-2525

Alaska Historical Society
524 W. 4th Avenue, Suite 207
Anchorage, AK 99501
(907) 276-1596
(*Alaska History*)

Alaska Native Language Center
Univ. of Alaska Fairbanks
218 Eielson Bldg.
Fairbanks, AK 99775
(907) 474-7874

Alaska Natural History Association
605 W. 4th Ave.
Anchorage, AK 99501
(907) 274-8440

Alaska Northwest Books
P.O. Box 3007
Bothell, WA 98041
1-800-331-3510

Alaska Pacific University Press
4101 University Drive
Anchorage, AK 99508
(907) 564-8215

Alaska State Museum
395 Whittier Street
Juneau, AK 99801
(907) 465-2901
(museum kits)

Alaska Materials, cont.

Alaskana Book Store
4617 Arctic Blvd.
Anchorage, AK 99503
(907) 561-1340
(Alaska books and out of print titles)

Book Cache
436 W. 5th Ave.
Anchorage, AK 99501
(907) 277-2723
(Mail order: 276-6035)

Cooperative Extension Service Offices
(books, pamphlets, booklets)

Anchorage District, Coop. Ext.
2221 E. Northern Lights Blvd., Suite 118
Anchorage, AK 99508-4143
(907) 279-5582

Bethel District, Coop. Ext.
P.O. Box 556
Bethel, AK 99559
(907) 543-2591 or 543-2503

Delta Junction District, Coop. Ext.
P.O. Box 349
Delta Junction, AK 99737
(907) 895-4215

Fairbanks—Tanana District, Coop. Ext.
1514 S. Cushman, Room 303
Fairbanks, AK 99701-6285
(907) 452-1530

Homer—Kenai—Soldotna District, Coop. Ext.
34820 College Dr., Suite 2
Soldotna, AK 99669
(907) 282-5824

Juneau District, Coop. Ext.
9112 Mendenhall Mall Rd.
Juneau, AK 99801-7112
(907) 789-2666

Kodiak District, Coop. Ext.
202 Center St., Suite 206
Kodiak, AK 99615
(907) 486-6369

McGrath District, Coop. Ext.
P.O. Box 269
McGrath, AK 99627
(907) 524-3011

Nome—Northwest District, Coop. Ext.
P.O. Box 400
Nome, AK 99762
(907) 443-2320

Palmer—Mat-Su District, Coop. Ext.
809 S. Chugach St.
Palmer, AK 99645
(907) 745-3360

Sitka District, Coop. Ext.
1297 Seward Ave.
Sitka, AK 99835
(907) 747-6065

(End Cooperative Extension)

Mariswood Educational Resources
P.O. Box 221955
Anchorage, AK 99522-1955
(907) 248-7323 or 277-7323

Mattilla, Robert, Bookseller
P.O. Box 4038, Pioneer Sq. Station
Seattle, WA 98104
(206) 622-9455
(out of print Alaska books)

University of Alaska Bookstore
Constitution Hall, Univ. of Alaska
Fairbanks, AK 99775
(907) 474-6858
(Alaska materials, textbooks, etc.)

Alaska Materials, cont.

University of Alaska Bookstore
3211 Providence Drive
Anchorage, AK 99508
(907) 786-1151)
(Alaska materials, textbooks, etc.)

University of Alaska Museum
University of Alaska Fairbanks
Fairbanks, AK 99775
(907) 474-7505
(Alaska books and other materials)

University of Alaska Press
1st Floor Gruening Bldg.
University of Alaska Fairbanks
Fairbanks, AK 99775-1580
(907) 474-6389

BINDERIES

College Place Bookbinders
P.O. Box 97
College Place, WA 99324-0097
(509) 529-4220
(binds books, newspapers, paperbacks, music, etc.)

Hawaii Library Binding Services
1316 Mookaula St.
Honolulu, HI 96817
(808) 841-4877
(binds books, periodicals, and does fine binding)

BOOKS, GENERAL

Baker & Taylor
Book Leasing System
P.O. Box 458
Commerce, GA 30599
(404) 335-5000 or 1-800-241-6037
(lease plan)

Baker & Taylor, Western Division
380 Edison Way
Reno, NV 89502
1-800-648-3944
(books, audio & video cassettes, preprocessing)

Baker & Taylor sales repres. (see Ed Devine)

The Bookmen, Inc.
525 N. Third St.
Minneapolis, MN 55401
(612) 341-3333 or 1-800-328-8411
(paperbacks for all ages, board books, catalogs, and lists)

Brodart Books
500 Arch St.
Williamsport, PA 17705
1-800-233-8467
(books, all ages)

Ed Devine (Baker & Taylor repres.)
4823 Grousewoods Crescent
North Vancouver, B.C. V7R 4V3
(604) 985-6448

Susan Engen (Follett repres.)
9239 Emily Way
Juneau, AK 99801
(907) 789-9342
(books, K-12)

Follett Library Book Co.
4506 Northwest Highway
Crystal Lake, IL 60014
1-800-435-6170
(books, K-12)

Follet sales repres. (see Sue Engen)

H.W. Wilson Co.
950 University Ave.
Bronx, NY 10452
1-800-367-6770
(standard catalogs, *Readers' Guide*, other periodical indexes, etc.

Books, General, cont.

McNaughton Book Service (Brodart)
P.O. Box 3006
Williamsport, PA 17705
(717) 326-2461 or 1-800-233-8467
(book leasing)

"How To Publishers"
(see Index)

McNaughton
Children's Hardback Subscription Plan
(address above)
1-800-233-8467, ext. 776
(book purchasing plan)

R.R. Bowker
245 West 17th St.
New York, NY 10011
(212) 645-9700 or 1-800-521-8110
(*Books in Print*, other reference titles, and library periodicals)

BOOKS, AUDIO (RECORDED)

AudioBook Cassettes
P.O. Box 896
Lake Arrowhead, CA 92352
1-800-537-9333

Books on Tape
P.O. Box 7900
Newport Beach, CA 92658
1-800-541-5525

Educational Record & Tape Distributer
Dept. K-91
P.O. Box 408
Freeport, NY 11520-0408
(516) 867-3770 or 1-800-833-8732
(phonorecords, audiocassettes, kits, videos)

G.K. Hall
Audio Publishers
70 Lincoln St.
Boston, MA 02111
(617) 423-3990

Listen for Pleasure
One Colombia Dr.
Niagara Falls, NY 14305
1-800-962-5200

Listening Library, Inc.
One Park Ave.
Old Greenwich, CT 06870
1-800-243-4504

Professional Media Service Corp.
19122 S. Vermont Ave.
Gardena, CA 90248
1-800-223-7672
(videos, compact disks, cassettes, LPs; cataloging and processing available)

Recorded Books, Inc.
270 Skipback Rd.
Prince Frederick, MD 20678
(301) 535-5499 or 1-800-638-1304

CATALOGING & PROCESSING

Baker & Taylor
(processing available with book orders only, see "Books, General" for address)

Brodart
(see "Books, General" for address, will supply processing kits without books)

Catalog Card Corp. of America
11300 Rupp Dr.
Burnsville, MN 55377
(612) 894-5770
1-800-328-2923
(processing kits only, does not sell books)

Cataloging & Processing cont.

Follett Library Book Co.
(processing available with book orders only, see "Books, General" for address)

Library of Congress
Catalog Distribution Service
Washington, DC 20541-5017
(202) 707-6100
(catalog card sets only)

COPYRIGHT

Copyright Office
Library of Congress
Washington, DC 20559
(202) 287-9100

LIBRARY SUPPLIES, FURNISHINGS, EQUIPMENT

Fred Brewis (Alaska Library Interiors and Gaylord repres.)
10714 Lakeside Ave. N.E.
Seattle, WA 98125
(206) 363-8872

Brodart, Inc.
1609 Memorial Ave.
Williamsport, PA 17705
(717) 326-2461 or 1-800-233-8959

Demco
P.O. Box 7488
Madison, WI 53707
1-800-356-1200

Gaylord Brothers, Inc.
P.O. Box 60659
Los Angeles, CA 90060-0659
1-800-448-6160

Highsmith Co., Inc.
P.O. Box 800
Fort Atkinson, WI 53538-0800
1-800-558-2110

MEDIA

Films Incorporated Video
Wonderworks Family Movies
5547 N. Ravenswood Ave.
Chicago, IL 60640-9979
1-800-323-4222, Ext. 371

GPN
University of Nebraska - Lincoln
P.O. Box 80669
Lincoln, NE 68501-0669
(209) 688-0106 or 1-800-952-8819
(Reading Rainbow videos, which promote reading and books)

Lillyman, George (GPN sales repres.)
1055 North F St.
Tulare, CA 93274
(209) 688-0106

Schwann Record & Tape Guide
825 Seventh Ave.
New York, NY 10019
(lists available phonorecords & audiocassettes of all producers; similar to *Books in Print* but for recordings)

Weston Woods
Children's Circle
Weston, CT 06883
(203) 222-0002
1-800-243-5020
(children's videos, films, kits of outstanding children's books)

PERIODICALS IN MICROFORM

(see Subscription Agencies for sources to place orders for subscriptions)

Alaska State Library
Central Microfilming
P.O. Box 110571
Juneau, AK 99811-0571
(907) 465-2274
(Alaska newspapers on microfilm except *Anchorage News, Anchorage Times, Fairbanks News Miner, Juneau Empire,* and *Ketchikan Daily News*, which are available from UMI listed below)

University Microfilms, International
Serials P. O. Dept.
300 N. Zeeb Road
Ann Arbor, MI 48106
(313) 761-4700
(both microfilm and microfiche)

PROMOTION & PUBLICITY MATERIALS

ALA Graphics
American Library Association
50 E. Huron St.
Chicago, IL 60611
(312) 280-5040
(posters, mobiles, etc.)

Children's Book Council
67 Irving Place
New York, NY 10003
(212) 254-2666
(promotional materials, Children's Book Week posters, bookmarks, mobiles; a one-time fee purchases the publication *CBC Features*)

Upstart
P.O. Box 889
Haggerstown, MD 21741
1-800-448-4887
(books, inexpensive reading incentives, mugs, pins, posters, bookmarks, book bags, tee shirts, etc.)

SUBSCRIPTION AGENCIES

Mary Devlin (Faxon & Turner repres.)
911 N.E. Hazelfern Place
Portland, OR 97232-2627
(503) 286-3837 or 1-800-283-2966 ext. 239

EBSCO
3 Waters Park Dr., Suite 211
San Mateo, CA 94403
(415) 572-1505
1-800-288-7393

EBSCO repres. (see Tony Larsen)

F. W. Faxon Company, Inc.
15 Southwest Park
Westwood, MA 02090
(714) 673-9404 or 1-800-225-6-55
(requires minimum of 20 titles)

Faxon repres. (see Mary Devlin)

Tony Larsen, Ebsco repres.
EBSCO Subscription Services
3 Waters Park Dr., Suite 211
San Mateo, CA 94403
1-800-288-7393

Turner Subscriptions
116 East 16th St.
New York, NY 10003
(212) 254-4454
1-800-847-4201
(subsidiary of Faxon serving public and school libraries)

SUMMER READING CLUB MATERIALS

(Not all of these agencies will have reading club materials for sale every year. Free materials are likely only from Alaska libraries.)

Children's Services
Fairbanks North Star Borough Library
1215 Cowles St.
Fairbanks, AK 99701
(907) 459-1020

Delaware County Children's Services
County Coordinator of Library Services
Delaware County Court House
Media, PA 19063
(215) 891-5915

Oklahoma Dept. of Libraries
200 N.E. 18th St.
Oklahoma City, OK 73105
(405) 521-2502

State Library of Iowa
Office of Library Development
Historical Building
Des Moines, IA 50319
(515) 281-4118

State of Utah
State Library Division
2150 S. 300 West, Suite 16
Salt Lake City, UT 84115
(801) 466-5888

Texas State Library
P.O. Box 12927, Capitol Station
Austin, TX 78711
(512) 463-5460

Wisconsin Department of Public Instruction
Division of Library Services
126 Langdon St.
Madison, WI 53702
(608) 266-2205

Glossary

LIBRARY TERMS:

A GUIDE TO LIBRARY TERMINOLOGY FOR ALASKAN PUBLIC LIBRARY STAFF, BOARD MEMBERS, AND SUPPORTERS

Compiled by
the Public Library Standards Committee
October, 1991

LIBRARY TERMS

Acquisition - obtaining library materials by purchase, exchange, or as gifts

AASL (Alaska Association of School Librarians) - the Alaskan school librarians' organization

AkLA (Alaska Library Association) - a nonprofit corporation, whose purpose is the promotion and development of library service for all Alaskans. Members are librarians, trustees, and others involved with libraries; libraries can hold institutional memberships, and book sellers, book binders, and computer vendors may join as commercial members. (The abbreviation AkLA is pronounced as a single word that rhymes with HACK-LUH.)

ALA (American Library Association) - a national organization whose mission is to provide leadership for the development, promotion, and improvement of library and information services, and for the profession of librarianship [Address: 50 E. Huron St., Chicago, IL 60611]

ALN (Alaska Library Network) - a cooperative affiliation of libraries and librarians, who participate through: interlibrary loan, sharing of print and nonprint materials, communication services, continuing education and in-service training, and includes human resources and expertise

ALNCat (Alaska Library Network Catalog) - a set of microfiche listing the library materials, both print and nonprint, held in over 50 libraries in the state[pronounced ALLEN-CAT)

Alaska State Library - state library agency and resource. [Address: PO Box G, Juneau, AK 99811]

Annual Report - a statement, submitted by public libraries to the State Library, of activities for a fiscal year including hours, names of board members, staffing, expenditures, and statistics of the library collection and use

Area Center Library - a community library which has adopted additional responsibilities for Community Library staff in villages or towns in the area by providing in-service training, a minimal level of backup reference service, and programming resources. Usually the Area Center Library is in a city which serves as a natural transportation and communication hub. Libraries designated as area centers are: Nome and Bethel

Budget - a yearly plan outlining funds received and proposed expenditures

Bylaws - rules governing the internal affairs of an organization

Card catalog - a listing of the library's collection made with a separate card for each item and arranged in alphabetical order, usually with cards for authors, titles, and subjects

Catalog - the process of describing library materials bibliographically and assigning a call number

CD-ROM - Compact Disc Read-Only Memory - compact disc which can store large amounts of data and is accessed through a microcomputer, increasingly being used to store information for reference and research(pronounced SEE-DEE-ROM, rhymes with MOM). An encyclopedia and LaserCat are examples of CD-ROM products that would be useful in a public library.

Checkout system - a records of items checked out of the library; to whom and for how long; can be computerized or a system of cards

Collection - library materials owned by a particular library

Collection development - all the activities that build a library's collection including developing policies, determining users' needs and use of the collection, selecting, ordering and weeding the collection

Combined facility - a building housing the public library and one or more community services, may combine library services of more than one agency, e.g. public/school, public/community college, public/rural education, etc.

Community analysis - a survey of the community that the library services, undertaken to assist in planning programs and library services; may include information about population changes, jobs, schools, community problems and successes

Community library - in Alaska, a facility, staffed by one of more persons, which provides materials and services free of charge to people of all ages, receives its financial support in whole or in part from public funds, provides resource sharing and interlibrary loan services through the Alaska Library Network, offers some programming, and meets all requirements of the Public Library Assistance Grants stated in the Alaska Administrative Code, AAC 57.

Community/School library - a combined public and school library, usually housed in the school facility, which offers public library services to the entire community

Confidentiality of library records - a state law requiring that names, addresses and personal information of users of library materials not be revealed except upon court order (AS9.25.140)

Continuing education - classes, workshops, and conferences which build on and update previous knowledge

Family mail service - library service by mail sponsored by the Alaska State Library and offered to Alaskans who have no community library service Each Regional Resource center offers the service to users in its geographical region.

Final Report - a report covering the fiscal year, submitted by libraries receiving a state grant, and listing income and expenditures from local and grant funds

Financial review - examination of income and expenditures made by an outside agency, or a committee composed of two or more people, to ensure proper expenditures and adequate record keeping; not as extensive as an audit

Goal - a long-range, broad, general statement describing a desired result

Governing body - the group of people holding the legal and financial responsibility for the library in public trust, to represent the interests of the public and set policy

Governor's Advisory Council on Libraries - a statewide advisory committed appointed by the Governor to advise on state library policy and set annual goals and recommendation for use of federal library funds; members include representatives of various types of libraries, the state library organization,and various categories of library users

Institutional grants - a state grant to a library to provide services to residents of state institutions, e.g. Pioneer Homes, correction centers, youth facilities, etc.

Interlibrary Cooperation Grant - grants made to a library or libraries to improve cooperation among state libraries and increase access to statewide resources; awarded annually on a competitive basis

Interlibrary loan - the loaning of library materials from one library to users of another library; the transaction is between libraries

Job description - information about a position which includes the job title, duties and responsibilities, requirements, and minimum qualifications

Librarian - person in charge of a library; in villages this may be an untrained person responsible for a small library, in larger communities a paraprofessional with a certain level of training and proficiency, or in larger cities a professional librarian with a degree such as a Masters in Librarianship or Masters in Library and Information Science.

Library Bill of Rights - a philosophy developed by the American Library Association, and adopted by other libraries, affirming libraries as a source of information and ideas and ensuring freedom of access to materials and services without discrimination

Library materials - includes print and nonprint materials purchased, received as gifts or exchanges, e.g. books, magazines, newspapers, microforms, video and audiotapes and cassettes, films, filmstrips, slides, phonorecordings, software, maps, charts, globes, etc.

Microfiche - a card sized sheet of film containing information which has been made too small to be read by the naked eye

Microfiche reader - a machine which enlarges miniaturized information so that it can be read

Mission statement - written description telling why the library exists in the community

Nonprint material - materials that are not books or other printed matter, but may be computer, microform, or audiovisual items

Objectives - desired specific, short-range, and measurable results to be achieved in a specified period of time

On-line system - information stored in a computer accessible through terminals using computer or telephone lines

Open meetings - a state law requiring that agencies and associations providing services to the public conduct its actions and deliberations openly on the premise that it is the people's right to know and to remain informed (AS44.62.310)

Orientation program - process of acquainting or familiarizing staff, trustees or board members to the philosophy, services, and responsibilities of the library, and of its organizational and administrative structure

Output measures - methods and statistics to evaluate the effectiveness of services delivered by the library, developed by the Public Library Association, a part of the American Library Association

PNLA (Pacific Northwest Library Association) - an organization of librarians in Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, and Washington which encourages the growth and development of libraries of all types in the northwest, and the continuing education of librarians

Paraprofessional - a person with some level of training and proficiency in library operations

Personnel policy - a set of principles outlining employee benefits, rights, and practices

Policy - the written guidelines or course of action designed, and adopted by the governing body, to influence and determine decisions, actions, services, etc.

Policy manual - a compilation of the policies adopted by the governing body of the library

Procedure - a guide for action establishing accepted methods and performance standards for accomplishing a task

Procedure manual - a compilation of procedures

Program - an event planned by library personnel which provides information, entertainment, or introduces attendees to library materials and services

Public Library Assistance Grants - an annual state grant to cities and library associations for the operation and maintenance of public library services

Public Library Standards Committee - a group of people from the Alaska library community who compiled Public Library Guidelines at the instigation of the Governor's Advisory Council on Libraries and the Alaska State Library

Readers' advisory assistance - guidance by library staff in the selection and/or utilization of library materials

Reconsideration of materials - a form and series of actions to respond to a complaint about library material made by a library user

Regional resource library - in Alaska, the major public library system in the geographical region, whose breadth of collection and automated services can provide: backup reference and interlibrary loan services to libraries statewide; family mail service; a broad range of services to residents within its municipality; and administration by a professional librarian who supervises other professionals providing more specialized library services (Designated resource libraries are the Anchorage Municipal Libraries, the Fairbanks North Star Borough Public Library, and the Juneau Public Library)

Regional research library - the major library in a geographical region, whose breadth and depth of collection can support scholarly research (These are the Rasmuson Library of the University of Alaska, Fairbanks, the University of Alaska Anchorage Library, and the Alaska State Library)

Resource sharing agreements - a cooperative arrangement between libraries establishing the rules and the extent to which users of one library can use the collection and services of another library

Roundtable - an interest group with the library professional groups such as the Public Libraries Roundtable of the Alaska Library Association or the International Roundtable of the American Library Association

Selection policy - the principles and practices guiding the choice of library materials to add to the collection

Standards - criteria adopted nationally, regionally or at a state level to ensure quality control

Technical services - work performed on library materials to make them available for patron use; includes cataloging, classifying, and processing of materials

Weeding - the process of choosing items to remove or discard from the collection because of age, wear, inaccurate information, etc.

Young adults - persons between childhood and adulthood, approximately between thirteen and eighteen years of age, and in eighth through twelfth grades